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ABSTRACT

Composed of 19 chapters, this training guide for child caregivers in the United States Air Forces in Europe (USAFE) offers information about various activity centers, the caregiver role and relationships, characteristics of children, caregiver responsibilities, and games. Each chapter consists of an outline of basic information concerning each topic, a list of resources for students, and a student study guide. Eleven chapters concern various activity centers, including learning and library centers as well as centers for dramatic play, blocks, art, music, table toys, outdoor (playground) activities, science, water play, and sand play. Three chapters discuss discipline and group management techniques, schedules and transitions, and enhancing the child's self-concept, respectively. Three other chapters focus on the child caregiver role, caregivers and infants, and caregivers and school-age children. The two remaining chapters deal with games and the emotional and social growth of young children. (RH)

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UNITED STATES AIR FORCES IN EUROPE
CHILD CARE SERVICES

USAFE CHILD CARE TRAINING GUIDE

LINDA R. CHAKLOS, Ed.S

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Atch 1

ABOUT THE AUTHOR

Ms Linda R. Chaklos, Educational Specialist, has been the training consultant for child care services since 1979 at Headquarters United States Air Forces in Europe, Ramstein AB, West Germany. She is a former day care administrator, and has taught in preschool and elementary schools as well as in a university. She is familiar with military, state and private child care programs.

ABOUT THE COORDINATOR

Captain Arthur E. Copeland, Chief, MWR Operations Division, Directorate of Morale, Welfare and Recreation, Headquarters United States Air Forces in Europe, Ramstein AB, West Germany has been vitally interested in military day care. His personal commitment to improving the training received by caregivers has resulted in this USAFE Child Care Training Guide.

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Ms Marion Gessendorf

Mr Tom Owens

Ms Deirdre Schmidt

Mr Joseph F. Schrameyer

USAFE CHILD CARE TRAINING GUIDE

INDEX

Chapter 1	The Role of the Child Caregiver Resources Student Study Guide for the Role of the Child Caregiver
Chapter 2	Learning Centers Resources Student Study Guide for Learning Centers
Chapter 3	Enhancing the Child's Self-concept Resources Student Study Guide for Enhancing the Child's Self-concept
Chapter 4	Dramatic Play Center Resources Student Study Guide for Dramatic Play Center
Chapter 5	The Emotional and Social Growth of Young Children Resources Student Study Guide for the Emotional and Social Growth of Young Children
Chapter 6	Block Center Resources Student Study Guide for Block Center
Chapter 7	Discipline and Group Management Techniques Resources Student Study Guide for Discipline and Group Management Techniques
Chapter 8	Art Center Resources Student Study Guide for Art Center
Chapter 9	Schedules and Transitions Resources Student Study Guide for Schedules and Transitions
Chapter 10	Music Center Resources Student Study Guide for Music Center
Chapter 11	Caregivers and Infants Resources Student Study Guide for Caregivers and Infants
Chapter 12	Table Toys Center Resources Student Study Guide for Table Toys Center

Atch 2

Chapter 13 Caregivers and School-aged Children
Resources
Student Study Guide for Caregivers and School-aged Children

Chapter 14 Library Center
Resources
Student Study Guide for Library Center

Chapter 15 Games
Resources
Student Study Guide for Games

Chapter 16 Outdoor Center (Playground)
Resources
Student Study Guide for Outdoor Center (Playground)

Chapter 17 Science Center
Resources
Student Study Guide for Science Center

Chapter 18 Water Play Center
Resources
Student Study Guide for Water Play Center

Chapter 19 Sand Play Center
Resources
Student Study Guide for Sand Play Center

WHAT IS A CHILD CAREGIVER

By Linda R. Chaklos

Between the innocence of infancy and the dignity of middle childhood, our children fall under the influence of a group of people called child caregivers. Child caregivers come in assorted sizes, weights, and colors. They have various interests, hobbies, religions, and beliefs. Regardless of their individual differences, they all share one creed:

> To help each child reach the highest possible degree of personal development.

A child caregiver is a composite. A caregiver must have the energy of a harnessed volcano, the efficiency of a calculator, the memory of an elephant, the understanding of a psychiatrist, the wisdom of Solomon, the persistence of a spider, and the patience of a turtle.

A caregiver may possess beauty or grace, but must possess a deep abiding love of and respect for children, individually and in a group. A caregiver can love your little girl who has the song of a bird, the squeal of a pig, the stubbornness of a mule, the antics of a monkey, the spryness of a grasshopper, the curiosity of a cat, the slyness of a fox, and the mysterious mind of a woman. A caregiver can also cherish your little boy who is inconsiderate, bothersome, an intruding bundle of noise who has the appetite of a horse, the digestion of a sword swallower, the energy of an atom bomb, the lungs of a baseball umpire, the imagination of Paul Bunyan, the shyness of a violet, and the enthusiasm of a firecracker.

Child caregivers must possess many abilities. They must provide a safe learning environment filled with interesting and entertaining materials. They must not mind explaining for the tenth time the steps involved when tying a shoe. A caregiver must learn to judge between encouraging and discouraging a child and must sense what decisions to make and what decisions to let the child make. Caregivers must be steadfast without being inflexible and loving without being possessive. During the eight hour day, caregivers must manage to teach manners and morals to children whose parents have despaired of the task during their sixteen hours with the children. A caregiver must live in the world of children without becoming childish; enjoying childhood joys and delights while understanding its griefs and embarrassments.

Child caregivers must do all this while worrying about what to fix for supper, whether their own child has the measles, and how to pay the rent from a meager paycheck. The most amazing thing is that child caregivers would not trade jobs with anyone else. Child caregivers like to care for children!

THE ROLE OF THE CHILD CAREGIVER

Chapter 1

1. Historically, Child Care Centers/Nurseries have been operated for those who were attending functions away from the home, such as coffees, base chapel activities, bowling, etc.

- Qualifications necessary to become employed in these centers were:

  -- To be a woman and preferably a parent.

- Additional helpful traits were:

  -- Physical stamina

  -- Love for children

  -- Patience

  -- Possess skills to entertain groups of children

2. The demand for child care centers is increasing because:

- More women are pursuing careers and professional opportunities.

- The number of single parents is increasing.

3. Greater demands are now being imposed on caregivers who must provide:

- Parental love and attention to the child without trying to replace the child's affection for the actual parent.

- For the child's basic or physical needs such as food, water, rest, play, cleanliness, and safety.

- For the child's emotional needs by touching, holding and responding in a positive, parental manner.

- For the child's cognitive or intellectual needs by providing activities, toys, books, and games which may assist in stimulating the child's mental awareness.

- For the child's social needs by helping the child to become compatibl with other children and adults.

4. Each caregiver possesses qualities or characteristics which may include:

- Style: a unique way of relating with children which depends on:

  -- Previous experiences in working with children.

  -- Beliefs held by the caregivers about children.

  -- How the caregiver feels about doing the job.

- Skills: Individualized techniques utilized in working with children, which may be attained by:

  -- Reading related materials.

  -- Observing co-workers while working with children.

  -- Attending workshops and related training sessions.

  -- Developing and documenting ideas/methods which are effective in putting children to bed, getting them to recess, going to the bathroom, etc.

- Likes and dislikes: Caregivers' positive or negative responses to particular children.

  -- Usually related to children's behavior.

  -- Affects how the caregiver relates to and works with children.

  -- Should be identified by caregivers, which will lead to a more perceptive understanding of individual feelings/needs.

- Likes and dislikes may include:

  -- Boys or girls.

  -- Quiet or noisy.

  -- Tidy or messy.

  -- Independent or dependent.

  -- Happy or sad.

5. A realistic understanding of the job's demands, rewards, and responsibilities will help a caregiver realize the importance of the position.

- Demands

  -- Physical stamina and energy.

  -- Patience and understanding with children.

  -- Enjoyment in working with children.

- Rewards

  -- Personal enjoyment and satisfaction.

  -- Recognition from supervisors for a job well done.

  -- Admiration and appreciation from co-workers.

  -- Praise and appreciation from parents.

-- Joy and happiness expressed by children in the center.

- Job responsibilities

-- Acknowledging and understanding the duties and responsibilities of the position.

-- Cooperating with co-workers

-- Willingness to accept suggestions, criticism, and praise about the position.

-- Willingness to share ideas and techniques.

-- Neat appearance/appropriate clothing.

-- Arriving on the job energetic and healthy.

THE ROLE OF THE CHILD CAREGIVER

Resources

- Air Force Child Care Program Activities, AFP 215-4, 31 May 78, "The Caregiver," p. 137.

- The "Caring" Role in a Child Care Center, Part I, Orientation, Staff Development Series, Military Child Care Project, Fort Lewis, Washington, "How Can You Do the Best Job as a Caregiver and Enjoy It?" pp. 45-52.

- The "Caring" Role in a Child Care Center, Part III, Relating to Children, Staff Development Series, Military Child Care Project, Fort Lewis, Washington, "Be Aware of Your Own Feelings and Personal Style with Children," pp. 178-184.

- Murphy, Lois B. and Leeper, Ethel M., More Than A Teacher, Caring for Children-Number Two, U.S. Department of Health, Education, and Welfare, pp. 4-20. (Available from Superintendent of Documents, U.S. Government Printing Office, Washington, D.C., 20402, Stock Number 1791-00179, $.75.)

- Filmstrip #612,"A Day in a Day Care Center," part of Day Care, A Comprehensive Look, Part 2. (Available from HQ USAFE/DPSR)

  -- Series available from Campus Film Distributors Corp, P. O. Box 206, Valhalla, New York, 10595, 1979. Cost for one program, $30.00; cost for the six programs in part 2 (#607-612), $160.00.

THE ROLE OF THE CHILD CAREGIVER

GUESS WHO?

Write the name of one staff member on each line. Can you guess who will be the outstanding person for each choice? How well do you know your colleagues? Use each person's name at least once.

1. Who has the best handwriting?
2. Who has the best posture - walking, standing, sitting?
3. Who is a good storyteller?
4. Who knows the most jokes and funny stories?
5. Who is a good listener?
6. Who sings very well?
7. Who is very artistic?
8. Who is very polite and mannerly?
9. Who is a good reader?
10. Who has a nice smile?
11. Who is good at remembering things?
12. Who always keeps their clothes very neat?
13. Who can do unusual things?
14. Who is very unselfish?
15. Who has a kind word for others?
16. Who is quick to think of ideas?
17. Who is always willing to help others?
18. Who is good at writing stories?
19. Who is the most friendly?
20. Who is willing to share with others?
21. Who is very understanding?
22. Who is a good leader and thinks of things to do?
23. Who is good at organizing?
24. Who has a special talent? What?
25. Who is interesting to talk to?
26. Who can play a musical instrument?
27. Who makes others feel good about themselves?
28. Who misses me when I'm gone?
29. Who is best at remembering children's names?
30. Who is very efficient?
31. Who is very punctual?

32. Who has a lot of patience?
33. Who is very dependable?
34. Who is very gentle?
35. Who is a good disciplinarian?

STUDENT STUDY GUIDE FOR

THE ROLE OF THE CHILD CAREGIVER

1. In the past, military nurseries were run by _____ needing babysitters while mothers attended _____, _____ and _____.

2. Job qualifications for caregivers in these early military nurseries were few. A person could apply for this job with just two qualifications:

   1) _____ 2) _____

3. Some additional qualifications which were desirable but not requirements were:

   1) _____ 2) _____

4. Today the military nursery is called a _____ _____ _____.

5. A need for more extensive and better quality child care has developed because:

   1) _____ 2) _____

6. This greater demand for quality child care has required that more-qualified caregivers be hired for the jobs. Once they have been hired, greater demands are placed on these caregivers as they provide progressive care that satisfies every child's developmental needs. (1) List four different kinds of developmental needs of a child. (2) Give an example of each of these needs. (3) Give an example of a way a caregiver provides for each need.

   1a.
   1b.
   1c.
   2a.
   2b.
   2c.
   3a.
   3b.
   3c.
   4a.
   4b.
   4c.

7. Each caregiver has some special qualities and characteristics. These may include:

   1) _____ which is _____

   2) _____ which is _____

   3) _____ and _____ which are _____

   _____.

8. Circle the number in the column which you feel best describes what you believe or do.

STYLE SCALE	Usually True	Sometimes True	Seldom True
1. While talking with children, I touch them.	1	3	5
2. Children should take part in rule-making.	1	3	5
3. Children are too young to understand right from wrong, therefore, should not be punished for their misdeeds.	1	3	5
4. Children learn during both planned and unplanned activities.	1	3	5
5. When telling children what to do, I usually start with "I . . .!"	1	3	5
6. Children should be allowed to make their own choices.	1	3	5
7. I believe children should be praised and encouraged.	1	3	5
8. Plans for the day should be flexible and easily changed to meet the needs of the children.	1	3	5

Total Score _____

8. (Cont'd) Now that you have scored your style scale, let's see if you are a Touchable Tina, a Friendly Frances, or a Calm Carol.

If your score was 0-12, you are a Touchable Tina.

If your score was 12-26, you are a Friendly Frances.

If your score was 27-40, you are a Calm Carol.

Whatever your score, remember, your style of caregiving is part of your personality. Each person's style of caregiving is important. So use your special style of caregiving to help make your child care center a special place for children.

STUDENT STUDY GUIDE FOR

THE ROLE OF THE CHILD CAREGIVER

SKILLS CHECKLIST

9. Check the following skills you have that will be used when you work with young children.

	YES	NO
Teach a simple children's song.		
Teach a finger play.		
Line children up quickly and quietly at recess time.		
Explain how to button a button.		
Mix paint for a fingerpainting lesson.		
Make a hand puppet from a paper bag.		
Teach children health habits. Example, to cover their mouths when coughing.		
Encourage a child's creativity with clay.		
Use a special clean-up signal with children.		
Change books in the library corner at least once a week.		
Teach children how to hold a fork.		
Teach children to use scissors properly.		
Encourage children to express their feelings in appropriate ways.		
Choose items to be used in the dress-up corner.		
Encourage children to follow the safety rules on the playground.		

You probably have many more skills than you use with children every day. The ones you checked on the checklist are important, but every caregiver needs to learn more skills to use with children.

10. Find out what kind of children you prefer to work with by putting an "X" in each box that best describes how you feel about a child that is:

The Child Is	I Like Very Much	I Like	I Have No Particular Feelings About	I Do Not Enjoy
active				
thin				
friendly				
loud				
obedient				
sad				
independent				
ugly				
shy				
happy				
whiney				
curious				
dirty				
slow				
pretty				
talkative				
smelly				
chubby				
creative				
clingy				
boy				
girl				
baby				
school-age				
toddler				
preschool-age				

10. (Cont'd) Now using the "likes and dislikes" checklist from the last page, try to fill in the following sentences with the words describing your likes and dislikes.

Example: The child I like very much is sad, talkative, withdrawn, and creative.

1. The child I like very much is _____, _____, _____, _____, and _____.

2. The child I like is _____, _____, _____, _____, and _____.

3. The child I have no particular feeling about is _____, _____, _____, and _____.

4. The child I do not like is _____, _____, _____, _____, and _____.

11. Now you have listed some of the likes and dislikes that you have about various children. Think about particular children who you know that fit the description of the children you like very much, like, have no particular feelings about, and do not like. Try to fill in the following sentences.

Example: Children I like very much are like Johnny. When I am with Johnny, I often touch him, always answer his questions, and often let him help me with room routines.

1. Children I like very much are like _____. When I am with _____, _____.

2. Children I like are like _____. When I am with _____, _____.

3. Children I have no particular feelings about are like _____. When I am with _____, _____.

11. Children I do not like are like _____. When I am with _____, _____.

Now look at what you do with the children you like. What kind of style did you use? Were you Friendly Frances? What kind of style did you use with the child you did not like? Were you a Calm Carol? It is possible to have many styles of caregiving, and to use different styles

with different children. Learn to recognize your own feelings about different children, and help all children feel that they are liked and accepted.

12. Understanding some of the job demands, job responsibilities, and job rewards of a caregiver, will help the caregiver realize that it is a very demanding job because it is a very important job.

Think about yourself and fill in the following checklist:

THE CAREGIVER	YES	NO
1. Am I friendly, cheerful, warm and understanding?		
2. Do I show a sense of humor?		
3. Do I exhibit self-control in difficult situations?		
4. Do I enjoy working with children?		
5. Do I accept each child as an individual?		
6. Do I relate easily to the children?		
7. Do I use a positive approach with children?		
8. Do I cause tensions in the children?		
9. Do I encourage and guide self-expression of feelings?		
10. Am I sensitive to the children's needs?		
11. Do I help children to gain self-confidence?		
12. Am I contributing to the well-being and healthy development of each child?		
13. Is the care of children my foremost concern?		
14. Is safety stressed to me and the children?		
15. Are the children in my center happy?		

Now pretend you are your own supervisor and fill in the following evaluation form as it pertains to you.

10. (Cont'd) Now using the "likes and dislikes" checklist from the last page try to fill in the following sentences with the words describing your likes and dislikes.

Example: The child I like very much is sad, talkative, withdrawn, and creative.

1. The child I like very much is _____, _____, _____, and _____.

2. The child I like is _____, _____, _____, _____, and _____.

3. The child I have no particular feeling about is _____, _____, _____, and _____.

4. The child I do not like is _____, _____, _____, _____, and _____.

11. Now you have listed some of the likes and dislikes that you have about various children. Think about particular children who you know that fit the description of the children you like very much, like, have no particular feelings about, and do not like. Try to fill in the following sentences.

Example: Children I like very much are like Johnny. When I am with Johnny, I often touch him, always answer his questions, and often let him help me with room routines.

1. Children I like very much are like _____. When I am with _____, _____.

2. Children I like are like _____. When I am with _____, _____.

3. Children I have no particular feelings about are like _____. When I am with _____, _____.

11. Children I do not like are like _____. When I am with _____, _____.

Now look at what you do with the children you like. What kind of style did you use? Were you Friendly Frances? What kind of style did you use with the child you did not like? Were you a Calm Carol? It is possible to have many styles of caregiving, and to use different styles

CHAPTER 2

LEARNING CENTERS

1. Learning centers or interest centers are areas in a room:

- Where the caregiver can introduce new learning activities.

- Where the children can independently choose the learning activities which are important to each child's stage of development.

- Where the materials are displayed and stored so that the children can easily see, choose, use, and replace the materials.

2. It is the caregiver's responsibility to organize the room into centers so as to provide:

- A good learning environment for the children.

- Proper discipline and control of the children using the centers.

3. Some suggestions to follow in setting up learning centers:

- The arrangement of the learning centers will be dependent on:

  -- The size, space, and shape of the room.

  -- The number of children using the room.

  -- The ages of the children using the room.

- Divide the room into learning centers leaving no less than 1/3 but not more than 1/2 of the area open.

  -- Large open areas invite the children to run and to play roughly.

  -- Smaller areas provide the children with boundaries and security.

  -- Areas too small make children feel crowded and frustrated which results in pushing, hitting and playing uncooperatively.

- Define the areas of learning centers.

  -- Low shelves or storage units.

  -- Tape on the floor.

  -- Small area rugs or mats

  -- Tables and chairs

  -- Display units

- Set up centers so that:

-- Traffic paths do not pass through the centersand children can enter and leave the room, go to the bathroom, or go outside without going through the centers.

-- The caregiver can visually supervise all centers from almost any point in the room.

-- Children can play alone or with a group of children in a center.

-- Toys can be used and stored in the proper center.

-- Noisy centers (housekeeping, blocks, music) are located near each other.

-- Quiet centers (library, science, art) are located near each other.

-- Centers needing water (art, water, sand) are located near the water source in the room.

-- At least six of the following centers are available for the children to use throughout the day.

--- Dramatic play or housekeeping center which includes props for a minihome environment and various adult roles (mother, father, fireman, waitress).

--- Block or construction center which provides children with props to create and construct concrete items.

--- Table toys or manipulative center which provides children with a quiet place to use clay, puzzles, beads, board games, and other toys with many small pieces.

--- Art center which provides children with materials for painting, drawing, and sculpting.

--- Music center which provides children with an opportunity to listen to music, to participate in songs and rhythmic activities, and to create new music using rhythm instruments and their voices.

--- Library center which provides a quiet place for children to explore books, magazines, and other printed material, and to listen to stories, records, and puppet shows.

--- Science or discovery center which provides children with opportunities to observe, and to experience some of the things in the natural environment.

--- Large muscle activities center which provides children with opportunities to jump, climb, crawl, run, stoop, and learn how to control their own movements.

--- Water table or water play center which provides children with an opportunity to learn about the properties of water.

--- Sand table or sand play area which provides children with an opportunity to create and build with either wet or dry sand.

--- Cooking or food tasting center which may be combined with snack or meal time to provide children with opportunities to help prepare food, and to experience new tastes and textures of food.

THE ROLE OF THE CHILD CAREGIVER

LEARNING CENTER RESOURCES

- Air Force Child Care Program Activities, AFP 215-4, 31 May 78, "Center Environment," p. 6, "Activities," pp. 7-8, "Interest Areas," pp. 9-12, "Chapter 6, Activities," pp. 53-80.

- Caring, United States Air Force Child Care Program Information Letter, Sep , "Learning Centers," p. 5.

- Creating Environments for Preschoolers, Child Environment Series, Military Child Care Project, Fort Lewis, Washington, Jul 79, "Recognizing the Importance of Environments," pp. 7-14, "Arranging Space for Preschoolers," pp. 15-30, "Making Center Space Liveable," pp. 31-39.

- CDA Child Development Associate Instructional Materials, Book 1, Competency A: Setting Up and Maintaining A Safe and Healthy Learning Environment, Module 3: "Organizing Space and Equipment for Indoor Activities," pp. 31-38, Module 4: "Helping Children Learn to Play Together Indoors," pp. 39-48, Texas Department of Community Affairs, Early Childhood Development Division, P.O. Box 13166, Capitol Station, Austin TX 78711, Jun 77, $2.00.

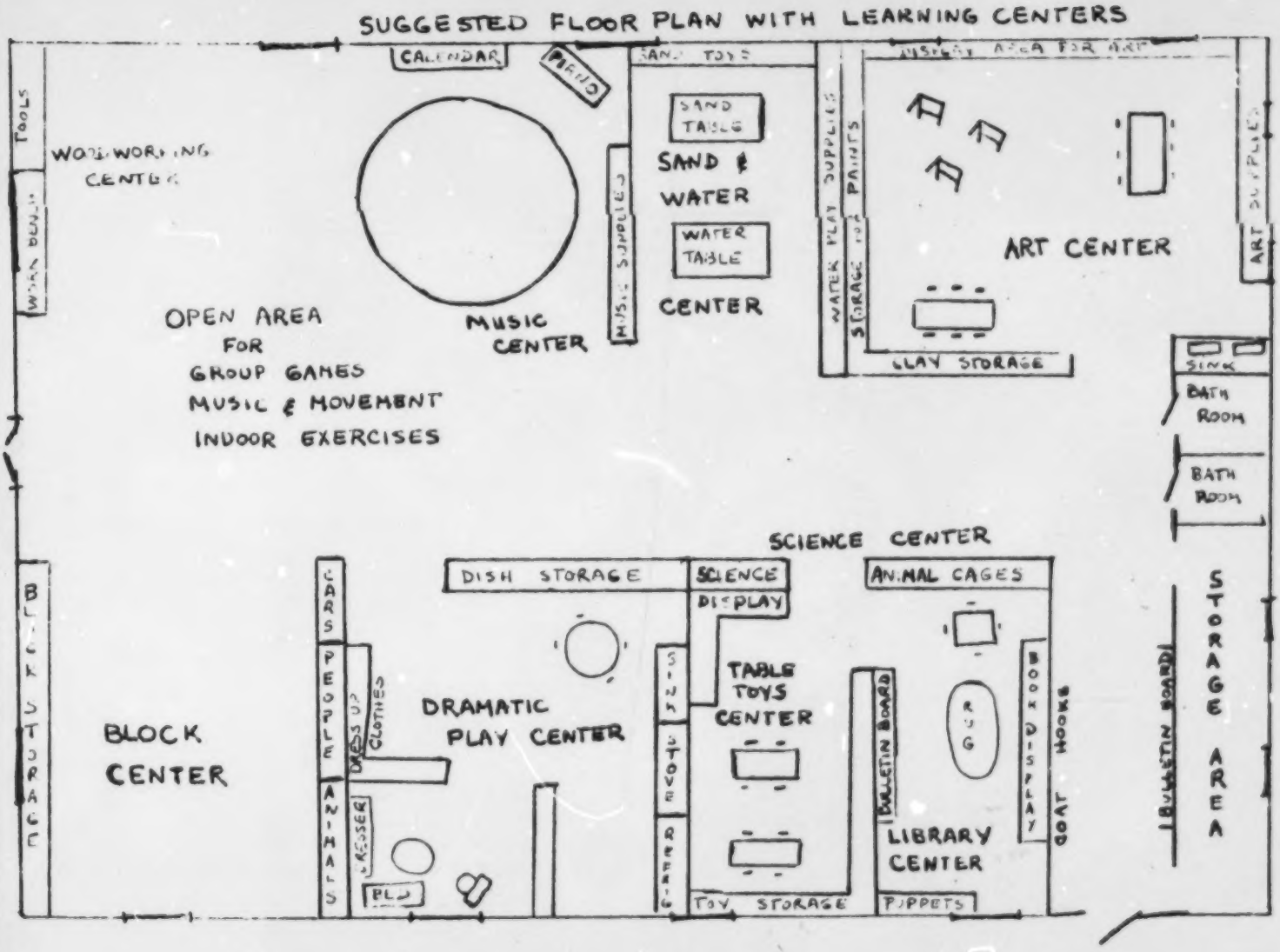
- Mack-Flemming, Bonnie, and Softley-Hamilton, Darlene, Resources for Creative Teaching in Early Childhood Education, Harcourt Brach Jovanovich, Inc, New York, 1977, pp. 11-12, $14.95.

- Murphy, Lois B., and Leeper, Ethel M., A Setting for Growth, Caring for Children Number Six, "Creating an Environment" and "Indoor Requirement," U.S. Department of Health, Education, and Welfare, pp. 8-16 (available by writing Superintendent of Documents, U.S. Government Printing Office, Washington DC, 20402, Stock Number 1790-00013, $.75)

- Filmstrip #608, "Curriculum Considerations," part of Day Care, A Comprehensive Look, Part 2. (Available from HQ USAFE/DPSR)

- Filmstrip #612, "A Day in a Day Care Center," part of Day Care, A Comprehensive Look, Part 2. (Available from HQ USAFE/DPSR)

  -- Series available from Campus Film Distributors Corp, P.O. Box 206, Valhalla, New York, 10595, 1979. Cost for one program, $30.00; cost for the six programs in part 2 (#607-612), $160.00.


SUGGESTED FLOOR PLAN WITH LEARNING CENTERS
CALENDAR
TOOLS
WORK BENCH
WOODWORKING CENTER
SAND TOYS
SAND TABLE
SAND & WATER
WATER TABLE
CENTER
MUSIC SUPPLIES
MUSIC CENTER
OPEN AREA FOR GROUP GAMES MUSIC & MOVEMENT INDOOR EXERCISES
WATER PLAY SUPPLIES
STORAGE FOR PAINTS
ART CENTER
ART SUPPLIES
CLAY STORAGE
SINK
BATH ROOM
BATH ROOM
SCIENCE CENTER
DISH STORAGE
SCIENCE DISPLAY
ANIMAL CAGES
BLOCK STORAGE
CARS
PEOPLE
DRESS UP CLOTHES
ANIMALS
DRESSER
PLAY
BLOCK CENTER
DRAMATIC PLAY CENTER
SINK
STOVE
REFRIG.
TABLE TOYS CENTER
BULLETIN BOARD
BOOK DISPLAY
COAT HOOKS
LIBRARY CENTER
TOY STORAGE
PUPPETS
BULLETIN BOARD
STORAGE AREA

STUDENT STUDY GUIDE FOR

LEARNING CENTERS

1. Learning centers are also called _____centers.

2. Many things take place in learning centers. List three things.
   a.
   b.
   c.

3. If the caregiver uses learning centers correctly, the children will have a _____ _____ environment, and the caregiver will have few _____ problems.

4. The arrangement of learning centers in a room will depend on the following three things:
   a.
   b.
   c.

5. Divide a room into learning centers leaving no less than _____ but no more than _____as open area.

6. Large areas invite children to _____.

7. Smaller areas help children feel _____.

8. Too small areas cause children to _____.

9. The boundaries of learning centers can be indicated by
   a.
   b.
   c.

10. A traffic route (should/should not) go through learning centers.

11. Name two quiet learning centers.

12. Name two noisy learning centers.

13. Name two centers which need water in them.

14. Name some of the learning centers that can be used with young children.

1.	6.
2.	7.
3.	8.
4.	9.
5.	10.

CHAPTER 3

ENHANCING THE CHILD'S SELF-CONCEPT

1. Development of a child's self-concept begins early in life.

- Major development of a child's self-concept occurs before the age of six.

- Adult interactions with children influence the child's self-concept.

- Parental attitudes about themselves and about children influence the child's self-concept.

- Both positive and negative influences can occur.

- Attitudes expressed by parents seem more important than specific child care practices.

2. Children visualize themselves in four different ways:

- Body Self or Body Image

-- Includes the physical and sexual self and plays an important role in psychological growth.

-- Infant becomes aware of being separated from others when he/she:

--- Becomes aware of own body.

--- Begins to make contact with others.

--- Becomes aware of his/her environment.

-- Verbal and nonverbal attitudes are expressed when adults hold children.

--- A positive attitude is expressed when the baby is cuddled and caressed. The child then develops a positive self-concept about his/her body.

--- A negative attitude is expressed when the baby is handled roughly or seldom touched, and the child will develop a negative self-concept about his/her body.

-- Body image is also related to how a child feels about being a boy or girl. These feelings can affect how the child accepts the masculine or feminine role in his/her life.

--- Is the girl called a "Tomboy" and teased about being different when she plays ball or builds bridges?

Atch

--- Is the boy called a "sissy" and teased when he plays with dolls and tries to cook and sew?

- Social self.

-- Includes education acquired from the child's family regarding social, ethnic, and cultural issues and forms developmental guidelines for social acceptance.

--- Attend church in accordance with religious views.

--- Follow specific cultural roles for men and women.

--- Enjoy specific ethnic foods.

--- Hold certain racial values.

-- Includes feelings of belonging to certain groups (church, social clubs, professions or trades).

--- Belonging to a larger group which has power, prestige, or importance enhances the self-concept of the individual.

---- Child who has received an invitation to a birthday party has feelings of belonging and importance, whereas the child not receiving an invitation doesn't.

- Cognitive self.

-- Includes how a child gains meaning from objects and events in his/her environment (how the child learns).

-- Piaget wrote about various stages of mental development through which children progress as they develop.

-- Caregivers must choose tasks which are appropriate to each child's level of mental maturity.

--- If a child can do the task and is pleased with the result, the child feels good about his/her cognitive self (paint a picture).

--- If a child cannot do the task or is not pleased with the result, the child is frustrated or angry, and feels badly about his/her cognitive self (put a 100-piece puzzle together quickly).

- Self-esteem or self-worth.

-- Child with positive self-esteem feels worthwhile, able to do tasks, feels a part of the group, and feels loved.

-- A child with negative self-esteem feels unable to do tasks, lacks self-respect, feels unimportant, unsuccessful and unloved.

3. Measuring a child's self-concept.

- Impossible to test a young child's self-concept.

- Observing a child at work and play is the best way to learn how a child feels about himself/herself (self-concept).

-- Observe a child who calls for the caregiver's attention while trying to climb across a climbing frame.

--- Child may feel good about accomplishing this task and is asking for approval from the caregiver.

--- Child may feel unsure of himself/herself bacause:

---- Child lacks the physical ability to do the task.

---- Child has been overprotected and never allowed to learn how to climb.

---- Child may be afraid of falling.

---- Child may need praise and encouragement as he/she practices climbing.

-- Observe two children fighting over a toy.

--- One child may feel the toy belongs to him/her and is confident of the ability to fight and recover the toy.

--- One child may have a poor self-concept and feels weak, so fights to prove he/she is not weak.

4. Positive self-concepts for children are developed in many ways.

- Use works of praise, encouragement and acceptance with children.

- Let children know that the caregiver thinks they are special.

- Children that feel good about themselves tend to be adjusted socially and are accepted more readily by their peers. Social acceptance increases feelings of a positive self-concept.

- Children that do not get along with their peers, feel badly about themselves, do not participate in group activities, do not have an opportunity to practice social skills, feel unwanted and unloved.

- Listed in the resources section are some ways to improve a child's self-concept.

ENHANCING THE CHILD'S SELF-CONCEPT

Resources

- Air Force Child Care Program Activities, AFP 215-4, 31 May 78, "Body Awareness," pp. 25-26.

- The "Caring" Role in a Child Care Center, Part III, Relating to Children, Staff Development Series, Military Child Care Project, Fort Lewis, Washington, "Respecting a Child's Individual Differences," pp. 151-154.

- Mack-Fleming, Bonnie, and Softley-Hamilton, Darlene, Resources for Creative Teaching in Early Childhood Education, Harcourt Brace Jovanovich, Inc, New York, 1977, pp. 87-113.

- Murphy, Lois B., and Leeper, Ethel M., The Individual Child, Caring for Children-Number Seven, "Each Child is Unique," pp. 6-9, "How to Reach Each One," pp. 16-21, "The Individual Child is Part of a Group," pp. 23-24, U.S. Department of Health, Education and Welfare. (Available from Superintendent of Documents, U.S. Government Printing Office, Washington, D.C., 20402, Stock Number 1790-00012, $.75.)

- Murphy Lois B., and Leeper, Ethel M., The Ways Children Learn, Caring for Children-Number One, "Love the Child," p. 16, U.S. Department of Health, Education and Welfare. (Available from Superintendent of Documents, U.S. Government Printing Office, Washington, D.C., 20402, DHEW Publication Number (OHD) 76-31026, $.75.)

- Filmstrip #609, "Routines," part of Day Care, A Comprehensive Look, Part 2 (20 minute color presentation with filmstrip and cassette).

  -- Available from Campus Film Distributors Corp., P.O. Box 206, Valhalla, New York, 10595, 1979. Cost for one program is $30.00; cost for the six programs in Part 2 (#607-612) $160.00.

ENHANCING THE CHILD'S SELF-CONCEPT

RESOURCES

Ways to improve a child's self-concept.

- Make a silhouette of the child and place it in a prominent place.
- Make identification badges with the child's picture, name, age, etc.
- Have children respond to a class song, "Let's all say hello to _____."
- Have birthday parties for each child. Sing a birthday song using the child's name.
- Label each child's desk or locker with his or her name.
- Make up a story using each child's name in the story.
- Let children make handprints and footprints and label them with their names.
- Wink approval of a child's actions.
- Each day take a few minutes to speak to each child about personal things in their lives.
- Encourage each child to make a book about themselves.
- When a child asks a question, respond with, "What do you think?" emphasizing the word "you."
- Provide a full-length mirror in the room and encourage children to look at themselves.
- Take pictures of the children doing various activities in the room.
  -- Post the pictures on the bulletin board for all to see.
- Encourage children to share special items that they own with the class.
- Encourage the children to talk with the class about special events taking place in their homes. (A new baby, a special holiday, etc.)

RESOURCES

KIDS

Some are little, Some are big
Some skip, Some jig.

Some are fat, Some are thin
Some giggle, Some grin.

Some are slow, Some are quick
Some are healthy, Some are sick.

Some smile, Some frown
Some look up, Some down.

Some are shy, Some are flirts
Some wear jeans, Some wear skirts.

Some are rough, Some are gentle
Some are muscle, Some are mental.

Some run slow, Some run fast
Some are flunked, Some are passed.

Some are happiness, Some are sorrow
But all are really, Our tomorrow.

Some are sugar, Some are spice
Some are naughty, Some are nice.

Some are this way, Some another
Some are sister, Some are brother.

Some like monsters, Some like toys
Some like dolls, Some like boys.

Some play ball, Some play piano
Some eat apple, Some, banana

Some are brawny, Some are brainy
Some like it dry, Some, rainy.

Some are humble, Some are proud
Some courageous, Some cowed.

Some lead their class, Some hit the bottom
But all are kids, We're glad we got'em!

by Linda Chaklos

STUDENT STUDY GUIDE FOR

ENHANCING THE CHILD'S SELF-CONCEPT

1. Development of the child's self-concept begins _____.

2. Specific _____ _____ _____ seem less important than the attitudes expressed by the adults about themselves and the child in the development of a child's self-concept.

3. A child sees himself/herself in four different ways. Name these four dimensions of a child's self-concept and define what each term means as it relates to a child's self-concept.

   a. _____ or _____ includes

   b. _____ includes

   c. _____ includes

   d. _____ or _____ includes

4. How can a caregiver measure a young child's self-concept?

5. Name five ways a caregiver can help build positive self-concepts in children.

   a.

   b.

   c.

   d.

   e.

CHAPTER 4

DRAMATIC PLAY CENTER

1. This very important learning center is also called:

- Housekeeping Center.

- Dress-up Corner.

- Home-living Center.

- Wendy House.

2. The dramatic play center is a place where:

- Children can honestly and openly express their feelings and thoughts about their world.

- Children can act out roles and behaviors observed at home and in the community.

- Children can use their imaginations and fantasy in their play.

- Children can practice and develop language and language skills.

- Children can learn new concepts about homes and families.

- Caregivers can gain clues to existing family relationships which may explain a child's particular behavior or attitude more clearly.

3. Some suggestions to follow when setting up and using the dramatic play center are:

- Because this is a popular spot in all child care centers, it should take priority in assigned floor space. Use a minimum area of about 35 square feet (a 5 foot by 7 foot area) for this center.

- Divide this center from the rest of the room using the childsize sink, stove, and refrigerator for one wall; a low storage unit for dishes, pots and pans, and empty food containers for a second wall; and a clothes rack for the dress-up clothes for the third wall.

- The dramatic play center should be kept orderly. When first setting up the center, put out a limited number of items and teach the children where they are stored. Add additional items, a few at a time, so the children have time to learn where each item is kept.

- Let the children help establish the rules for this center. A few good general rules are better than many specific ones. Rules might include:

  -- Five or six children can play here at one time.

  -- Play food and utensils are kept out of the mouth.

-- All items must be put back in the proper storage place.

-- All clothes must be hung up.

4. The following child-size equipment and materials are desirable for a dramatic play center:

- Sink, stove, refrigerator, cupboard for dishes, table and chairs, bed, rocking chair, ironing board and iron, chest of drawers, clothes rack.

- Full length mirror and hand mirrors; male and female hats, shoes, clothes, and jewelry for dress-up.

- Dishes, silverware, cocking utensils, pots and pans, empty food containers and tins, small rug or mat.

- Cleaning props.

-- Broom, mop, dustpan, dust cloth, scrub brush, wastebasket, sponge, plastic pail, carpet sweeper, water in empty class-cleaner bottle.

- At least two telephones.

- Various dolls and doll clothes.

- Various discards donated by parents.

-- Dish drainer, salt and pepper shakers, plastic flowers, alarm clock, flower vases, dish towels, clothesline and clothespins, old glasses with the lenses removed, broken toaster, suitcase, or briefcase.

- Prop boxes: Boxes of the same size and shape to make storage easier which contain the specific tools, clothes, etc, of a specific occupation.

-- Fireman prop box (hat, coat, boots, fire hose).

-- Waitress prop box (apron, small pad and pencil, paper plates with pictures of food).

-- Mechanic prop box (washed old small motor, wrench, screwdriver, goop for hands, nuts, bolts).

-- Grocery store (empty food boxes, cans, play money, cash register, paper bags, cart, plastic or real food).

-- Shoe store (different sizes and colors of shoes, shoe horns, play money, small stool).

-- Beauty shop (empty shampoo bottles, towels, comb, brushes, curlers, bobby pins, ribbons, barrettes).

-- Post office (old letters, packages, pencils, paper, envelopes, stamps, mail bags, postperson's hat).

-- When interest in the dramatic play center is dwindling, bring out a prop box to add new ideas to the center.

DRAMATIC PLAY CENTER

Resources

- Air Force Child Care Program Activities, AFR 215-4, 31 May 78, "Dramatic Play," p. 72; "Puppetry," p. 73; and "Homemade Puppets," pp. 74-75.

- Caring, United States Air Force Child Care Program Information Letter, Sep , "Learning Centers," pp. 6-7.

- Child Development Associates (CDA) Instructional Materials, Book 2, Competency B: Advancing Physical and Intellectual Competence in Young Children, Module 3, "Encouraging Symbolic and Dramatic Play," pp. 41-54, Texas Department of Community Affairs, Early Childhood Development Division, P.O. Box 13166, Capitol Station, Austin, Texas, 78711, Jun 77, $2.00.

- Mack-Flemming, Bonnie, and Softley-Hamilton, Darlene, Resources for Creative Teaching in Early Childhood Education, U.S. Department of Health, Education, and Welfare, pp. 11-12. (Available from Superintendent of Documents, U.S. Government Printing Office, Washington, D.C., 20402, Stock Number 1790-00013, $.75.)

- Filmstrip #815, "Houseplay," part of Early Childhood Curriculum Series 2 (20 minute color presentation with filmstrip and cassette).

  -- Above filmstrip available from Campus Film Distributors Corp, P.O. Box 206, Valhalla, New York, 10595, 1977. Cost for one program, $30.00; cost for the eight programs, Series 2 (#809-816), $180.00.

STUDENT STUDY GUIDE FOR

DRAMATIC PLAY CENTER

1. If you wanted to read about the dramatic play center in other early childhood books and magazines, you might need to look under some other names for this same center. What would be three other names for the dramatic play center?

a.

b.

c.

2. Children learn many things when they play in the dramatic play center. Name five:

a.

b.

c.

d.

e.

3. Name one thing that the caregiver can learn by observing children's play in the dramatic play center.

a.

4. The dramatic play center is a very popular center and should be at least _____ in size. It should be big enough so that all the props and equipment can be included in this space, and still have playing room for _____or _____children.

5. The equipment and supplies in the dramatic play center can be divided into several broad categories. Name some of the specific items in each group:

Furniture and appliances:

a. d.

b. e.

c. f.

Clothes for dress-up:

a. d.

b. e.

c. f.

Cleaning props:

a. d.

b. e.

c. f.

Play props:

a. d.

b. e.

c. f.

5. (Cont'd) Mirror: What kind(s)? _____

Telephone: How Many? _____

Dolls and doll clothes: What Kinds? _____

Various discarded items donated by parents:

a. d.

b. e.

c. f.

Prop boxes: Name one specific prop box and list its contents.

Chapter 5

1. All children have a wide range of emotions and feelings:

- Positive feelings include being happy, glad, loved, needed.

- Negative feelings include being sad, bad, mad, scared, unloved.

- Parents and caregivers need to recognize these feelings and accept children who express them.

  -- It is easy to be near a child who exhibits positive feelings.

  -- It is difficult being near a child expressing negative feelings.

  -- It is important to recognize that children's feelings:

    --- Are very intense.

    --- May be short-lived if negative.

2. Some causes of negative emotions expressed by children and ways to deal with them are:

- Children may express anger when:

  -- Too many demands are made of them.

  -- They are constantly being told "No," "Don't" or "Stop."

  -- They are not allowed to do something they want to do.

  -- They cannot do something because they lack the physical or mental ability.

  -- They are made to do something they do not want to do.

  -- They are hungry.

  -- They are tired or sleepy.

  -- They do not feel well.

- Ways to help children control their anger include:

  -- Provide activities that enable children to express the anger in a socially acceptable manner.

    --- Punch a pillow rather than another child.

--- Run, jump, climb, push, or pull in a safe area.

--- Knead clay.

--- Tear paper.

--- Paint a picture or fingerpaint.

--- Pound with a hammer and nails on wood.

-- Eliminate items from the environment which may cause children to feel frustrated.

--- Provide durable toys and equipment which children can use.

--- Eliminate expensive or fragile objects that children should not touch or use.

-- Be fair and friendly, but firm. State room rules in a positive manner.

--- Remind children who question rules, that all rules must be followed.

-- Remain calm when a child is upset.

--- If the caregiver becomes angry, then the child must deal with both his/her anger and the anger of the caregiver as well.

--- Wait until the child has calmed down before trying to communicate.

--- Do not shame a child who is angry. Instead, help the child accept the anger and understand why he/she has these feelings and suggest ways to get rid of those feelings.

- Children are fearful of many things:

-- Loud noises

-- Being alone

-- Going to the doctor

-- Moving

-- Large animals

-- Darkness

-- Death of a pet

-- Being sick

-- Parent going away

-- Insects

-- Children learn fear when:

--- They see adults acting fearful when the weather changes (thunder and lightning).

--- Older children express fear while listening to ghost stories or seeing a snake.

--- They sense tenseness or fear in others (passing a large dog).

-- Ways to help children handle their fears include:

--- Be patient, understanding and loving towards the child.

--- Never make fun of the child's fear. It is very real to the child.

--- Let the child talk about fear. Be a good listener.

--- Explain about a fearful situation prior to it happening. Being informed before, helps eliminate fear later.

--- Allow children to bring in toys before a storm. This will help the child not to think about the storm and the fears accompanying them.

3. Some causes and ways to deal with positive emotions expressed by children.

- Happiness and excitement:

-- Help children express this excitement in an acceptable manner.

--- Run and jump in a safe place.

--- Jump up and down several times.

--- Knead clay.

--- Paint a picture.

4. The social growth of children is very important.

- Children need to learn social skills which will help them get along with other adults and children.

- Good social skills will encourage children to want to be near or play with others.

- Initial social skills are developed first between the parents and the child.

- Additional social skills develop as children learn to play with their brothers, sisters and other peers.

5. A child's play progresses through several developmental stages:

- 1st Stage - Solitary Play - Child plays alone.

- 2nd Stage - Spectator Play - Child watches other children play, but does not join in.

- 3rd Stage - Parallel Play - Child plays near other children but each child has his/her own plaything.

- 4th Stage - Associative Play - Children play near each other, occasionally talk with each other but do not play together.

- 5th Stage - Cooperative Play - Children play together, sharing toys, roles, etc.

- Children progress through these stages depending on their age and through play experiences (a child's work) and learn the following social skills:

  -- To share.

  -- To deal with hostility and/or anger in other children.

  -- To obtain toys.

  -- To care for toys and other items.

  -- To be a leader.

  -- To be a follower.

  -- To join a group at play.

  -- To leave a group.

6. As caregivers supervise play, set some basic ground rules, and then let children learn by experiencing the various social interactions. Step in and resolve conflicts only after the children have had the opportunity to solve them by themselves.

THE EMOTIONAL AND SOCIAL GROWTH OF YOUNG CHILDREN

SUMMARY OF GROWTH AND DEVELOPMENT: A WORD PICTURE OF ONE YEAR OLDS

Social-Emotional Development

Cooperates with dressing
Plays with cup, spoon and pans
Points with index finger
Pokes finger into objects
Hands a toy to another
Takes objects out of a box
Unwraps a package
Holds cup to drink
Holds small objects securely
Scribbles with a crayon
Bangs objects together
Shows affection
Uses cup and spoon but spills
Puts one block on top of another
Drops objects into a box
Puts pictures in books
Offers toys to others
Helps undress self
Opens lids of boxes

Mental Development

Says "mama" or "dada" with meaning
Babbles to toys, people, and to self
Obeys simple statements: "Give it to me."
Sways to music
Speaks several words
Imitates speech with jargon
Indicates wants with words
Knows name
Enjoys music and pictures

Motor Development

Pivots in sitting position
Stands alone or holding on to chair
Walks with support
Grasps large objects with one hand
Secures small objects with fingers
Creeps on floor
Kneels alone
Stands and walks with good balance
Gets up over to pick up a toy

RESOURCES

THE EMOTIONAL AND SOCIAL GROWTH OF YOUNG CHILDREN

SUMMARY OF GROWTH AND DEVELOPMENT: A WORD PICTURE OF ONE AND ONE-HALF YEAR OLDS

Social-Emotional Development

Turns pages of book
Builds up 2-4 blocks
Picks up toys and puts into box or bag
Carries and hugs dolls
Takes off shoes and socks
Uses spoon with little spilling
Builds tower of 5-6 blocks
Folds paper after demonstration
Helps with simple tasks
Can remove most of clothing
Pulls people to show or move

Mental Development

Constantly uses 5-10 words
Points to body parts
Says "hello," "thank you"
Follows two directions
Identifies objects by pointing or picking up
Speaks 15-20 words
Uses short sentences
Asks for food and water
Can follow three directions, one at a time
Knows more body parts

Motor Development

Runs
Walks upstairs
Steps back
Climbs into chair
Throws ball - uncoordinated
Runs with coordination
Walks downstairs holding rail
Kicks a large ball
Reverts occasionally to crawling

THE EMOTIONAL AND SOCIAL GROWTH OF YOUNG CHILDREN

SUMMARY OF GROWTH AND DEVELOPMENT: A WORD PICTURE OF TWO YEAR OLDS

Social-Emotional Development

Builds 6-7 block towers
Tries cutting with scissors
Throws ball with more direction
Imitates drawing of vertical line
Plays alongside another child
Steers toys with direction
Puts away toys when directed
Can carry without spilling
Puts on clothing
Washes and dries hands
Eats with a fork
Imitates drawing a horizontal line
May draw a recognizable circle
Begins fantasy play

Mental Development

Says simple phrases and sentences
Can repeat four to five words
Points to more body parts
Asks for things by name
Uses own name for self
Uses some pronouns
Refers to self by "me"
Names many objects when asked
Asks simple questions
Will say "no" to all conversation
Uses certain words constantly

Motor Development

Runs without falling
Walks up and down stairs easily
Kicks large ball with more direction
Throws ball overhand - uncoordinated
Claps hands
Opens doors
Turns single pages in a book
Jumps up and down with both feet
May stand on one foot
Holds crayons with fingers
Walks on tiptoe

RESOURCES

THE EMOTIONAL AND SOCIAL GROWTH OF YOUNG CHILDREN

SUMMARY OF GROWTH AND DEVELOPMENT: A WORD PICTURE OF THREE YEAR OLDS

Social-Emotional Development

Highly imitative of adults
Playmate-conscious
Plays "animal" frequently
Beginning parallel play
Beginning to share and take turns
Enjoys contacts, especially adults
Wants to please adults, to conform
Spontaneous
Goes after what he wants, fights for it
Jealous
Asserts independence often
Exuberant--very talkative
Lively humor--(mixed identities, incongruities)
Avid "no" responder
Surprise-conscious
Often gets stymied, frustrated

Mental Development

"Here and now" age
Makes simple choices
Excited, curious
Number concepts: one and two, three, four
Understands: "It's time to . . ."
Attention span: 4-8 minutes average; much longer if special interest
Better understanding of "biggest"
Names and matches simple colors
Difficulty in combining two activities (eat and talk)
May see vague cause-effect relationships
Lively imagination
Very talkative, regardless of a listener
Moves and talks at the same time
Puts words into action
Tries new words
Talks about non-present situations
Vocabulary: 800-900 words
Understands two directions in sequence
Letter substitutions: w for r, etc.
Increase in pronouns and prepositions
"Is that all right?" favorite phrase

Motor Development

Well balanced body lines
Walks erect
Activity with drive and purpose
Nimble on feet
Can carry liquids

Gallop in high, wide steps; enjoys rhythm
Rides a tricycle
Alternates feet in stair-climbing
Puts on, takes off wraps with some help
Fair finger control in handling small objects

THE EMOTIONAL AND SOCIAL GROWTH OF YOUNG CHILDREN

SUMMARY OF GROWTH AND DEVELOPMENT: A WORD PICTURE OF FOUR YEAR OLDS

Social-Emotional Development

Dominates--bossy, boastful
Hits, grabs, for what he/she wants
Loyalties shift frequently
Cooperative play (with two or three)
Assertive
A show-off, cocky, noisy
Loves to tease, to outwit
Terrific humor, nonsense-loving, silly
Alibis frequently
Covers up insecurity with swagger and bravado
Explosive; destructive
Resistant; tests limits
Easily over-stimulated, excitable, goes "out of bounds"
Impatient and intolerant in large groups
Insists on what he/she wants

Mental Development

Idea person
Likes variety of materials
Accepts changes if warned ahead
A "fabricator"--confuses facts and fantasy
Some concepts of life and death
Discovers forms while using materials
Produces recognizable forms--constructive
Slap-dash experimentation
Dynamic intellectual drive
Begins to generalize (often faulty)
Understands simple reasons for things
Age-conscious and birthday conscious
Recognizes today, tomorrow
Can do two things at once
Has concept of "five" but names more
Judges which of two is bigger
Dramatic play--uses simple props
Attention span: 8-15 minutes but can last 30-40 minutes for special activities
Greets people with "Hey," or "You know what?"
Calls people names
Argumentative
Enjoys silly words, rhymed without meaning
Able to talk to solve conflicts
Comments, criticizes, compares
Vocabulary about 1500 words
Tells tall tales

Motor Development

A longer, leaner body-build

Vigorous, dynamic
A "worker"--builds, drives, pilots
Accurate, but rash in body movements
Can jump about own height, land upright
Acrobatic
Throws large ball, kicks with some accuracy
Dresses self except for back buttons, bow-ties

SUMMARY OF GROWTH AND DEVELOPMENT: A WORD PICTURE OF FIVE YEAR OLDS

Social-Emotional Development

Becoming poised, self-confident
Copies adult behavior--acts grown-up
Aware of rules, defines them for others
Plays in groups of two to five children
Enjoys group play, circle games
Less combative, more controllable than at four
Conscious of sex differences of playmates, sex play
Sensitive to ridicule
Harbors wounded feelings
Likes companionship with adults
Persistent, patterned
Needs to be right
Talks about home, possessions--reveals family secrets
A visiting age--sociable
Accepts and respects authority, will ask permission
Growing competitiveness
May get high, wide, wild
Enjoys pointless riddles and jokes

Mental Development

Curious about everything
Seeks information on "how," "why" (post offices, grocery)
Enjoys short trips into community
Knows name and address
Talks to clear ideas
Self-centered in thinking
Likes to display new knowledge and skills
Uses big words
Vocabulary--about 2200 words
Likes to be busy making "something," industrious
Makes a plan before starting project
Attention span: 12-28 minutes but often longer when interested
Can carry over play interests for more than one day
Defines familiar objects in terms of their use (broom--"sweep")
Dramatizes house-play on realistic level
Enjoys making up songs, dictating own stories
Uses complete sentences readily
Counts ten objects
Assertive in use of language, "I know that"

Motor Development

Enjoys activities requiring head skills
Draws a recognizable person
Learning how to tie a bow-knot
Skill and accuracy with simple tools
Can sit still for brief periods

Enjoys jumping, running, stunting
Adult-like posture in throwing and catching a ball
Able to skip on both feet
Culmination of most basic coordinations
Likes dancing--rhythmic, graceful
Sometimes roughhouses, fights

RESOURCES

- The "Caring" Role in a Child Care Center, Part I, Orientation, Staff Development Series, Military Child Care Project, Ft. Lewis, Washington, "What Does Child Care Mean to Children?" pp. 15-19, and "Building Your Skills with the Home/Center Relationship" pp. 21-33.

- The "Caring" Role in a Child Care Center, Part III, Relating to Children, Staff Development Series, Military Child Care Project, Ft. Lewis, Washington, "Let Children Play" pp. 185-186, and "Building Your Skills in Supporting Play" pp. 187-197.

- Murphy, Lois B., and Leeper, Ethel M., Away from Bedlam, Caring for Children-Number Four, "Causes of Bedlam" pp. 5-9 and "Handling the Disruptive Child" pp. 12-18, U.S. Department of Health, Education, and Welfare. (Available from Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402, DHEW Publication number (OHD) 75-1029, $.75)

- Murphy, Lois B., and Leeper, Ethel M., The Vulnerable Child Caring for Children-Number Five, "Everyday Fears" pp. 13-15, and "Stress" pp. 16-19, U.S. Department of Health, Education, and Welfare. (Available from Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402, DHEW Publication Number (OCD) 73-1030, $.75)

- #601 "Day Care What and Why?" - Part of Day Care a Comprehensive Look, Part I (15 minute color presentation with filmstrip and cassette).

  -- Available from Campus Film Distributors Corp., Inc., Box 206, Valhalla, New York, 10595, 1979, cost for one program, $30.00; cost for the six programs in Part I (#601-#606) $160.00.

STUDENT STUDY GUIDE FOR

THE EMOTIONAL AND SOCIAL GROWTH OF YOUNG CHILDREN

1. The emotional growth of young children is very important because:

_____

_____

2. Name 3 positive emotions of young children.

a. _____ b. _____ c. _____

3. Name 3 negative emotions of young children.

a. _____ b. _____ c. _____

4. Anger is expressed by children when:

a. _____

b. _____

c. _____

d. _____

e. _____

5. Name 3 ways to help children express their anger in acceptable ways.

a. _____

b. _____

c. _____

6. Name 6 things that children fear.

a. _____ d. _____

b. _____ e. _____

c. _____ f. _____

7. Name 3 ways to help children handle their feelings of fear.

a. _____

b. _____

c. _____

8. Name 3 ways to help children express their feelings of happiness.

a. _____

b. _____

c. _____

9. Good social growth of children is very important because:

_____

_____

_____

10. When children play, they are doing their work. They are learning many things while they play (work). Name 4 of these things.

a. _____

b. _____

c. _____

d. _____

11. Name the 5 stages of a child's play and explain how a child will play in each of these stages.

a. _____

b. _____

c. _____

d. _____

e. _____

Chapter 6

BLOCK CENTER

1. This is a very important center and may also be known as the construction center.

2. Children working with blocks:

- Become aware of properties such as, size, shape, weight, balance, design and number.

- Become aware of concepts such as, under, below, in front of, behind, above, inside and outside.

- Begin to use simple measurements such as longer, shorter, taller, smaller, little and big.

- Begin to classify things using size and shape.

- Develop eye-hand coordination.

- Learn to use imagery and recall to reproduce and recreate forms learned from past experiences.

- Use new language to plan and explain construction.

- Can work cooperatively with others towards a common goal.

- Can express creativity, imagination, and fantasy.

- Gain a sense of order and control over the environment by being able to arrange blocks and create new items or designs.

- Receive physical exercise as they bend over, straighten up, reach and stretch, lift and carry, pile and sort.

3. Some suggestions when setting up and using the block center are:

- Locate this center in an area where the children can spread out if needed. Children can easily use 75 square feet or more as they build with blocks.

- Provide ample supplies of blocks so children do not feel the need to hoard for their own building projects.

- Store blocks lengthwise on open shelves in groups according to their dimensions. This promotes classification skills as well as providing easy access to individual blocks.

- Provide additional shapes and sizes of blocks to stimulate creativity/interest and extend construction possibilities.

- Provide additional props such as trucks, cars, planes, traffic signs, people, and animals after the child has explored the blocks as a construction material.

- Allow structures to occasionally stand for extended periods of time so children can feel that their work has value.

- Let the children help establish the rules for the block center. A few good rules might include:

-- Never throw blocks. Blocks can hurt children.

-- Do not push, kick, or knock down another child's project. Take the project down piece by piece, starting at the top.

4. Stages of block building. Caregivers should be aware of the stages through which children pass while learning to play with blocks. Awareness of these stages allows the caregiver to anticipate the needs of children. These stages are:

- Stage 1. The child carries the blocks around, but does not use them for building.

- Stage 2. The child begins to build with the blocks, making mostly rows of blocks, either horizontally (on the floor) or vertically (stacking them). This process is repeated over and over as the child learns to build with the blocks.

- Stage 3. The child now begins to build bridges, connecting 2 vertically spaced blocks with a third block placed horizontally on top of the first two.

- Stage 4. The child now makes enclosures with the blocks, placing the blocks in such a way that they surround a certain space.

- Stage 5. When the basic technical skills of block building (bridging and enclosures) have been learned, many decorative patterns begin to appear in the block center. Many of the structures built are symmetrical (both sides are the same).

- Stage 6. The child now gives the structures constructed a name and uses them for dramatic play activities.

- Stage 7. The child can reproduce or symbolically reproduce actual structures that he or she has seen. These structures become very important props for dramatic play which centers around the structures.

5. The following equipment is desirable in a block center.

- Block storage cabinets with solid backs divided into several small cubicles for orderly storage of various sized blocks.

- Set of solid wooden unit blocks (sometimes called kindergarten unit blocks).
  - -- Unit blocks.
  - -- Double unit blocks.
  - -- Quadruple unit blocks.
  - -- Ramps.
  - -- Curves (elliptical and circular).
  - -- Y shapes.
  - -- Triangles.
  - -- Cylinders.
- Set of hollow wooden blocks (sometimes called hollow nursery blocks).
- Riding wheeled toys.
  - -- Tractor and trailer.
  - -- Derrick truck.
  - -- Open van truck.
- Set of small vehicles.
  - -- Airplane.
  - -- Helicopter.
  - -- Dump truck.
  - -- Steamroller.
  - -- Train.
  - -- Firetruck.
  - -- Cars.
  - -- Buses.
  - -- Boats.
- Sets of block accessories.
  - -- Set of farm and zoo animals.
  - -- Set of people.
    - --- Family members.

--- People representing various careers.

-- Traffic signs.

-- Steering wheel.

20

RESOURCES

BLOCK CENTER

1. Although the initial cost of unit or hollow blocks is expensive, these blocks are:

- A one time investment.

- Long-lasting.

- Used everyday.

- Usable in place of other pieces of equipment for exercises including lifting, balancing, motor strength, and coordination.

- Instant furniture such as chairs, tables, doll beds, etc., when needed.

- Usable indoors and outdoors.

2. There are ways of making substitute blocks for children to use.

- Milk cartons can be stuffed with newspaper. Other empty cartons can then be forced down over the first stuffed cartons to form a block. This procedure works better than tape (often picked off the blocks by the children).

-- Do not overstuff the cartons. The sides need to be flat so the blocks will stack well.

-- Cut some cartons in half to create 1/2 unit blocks.

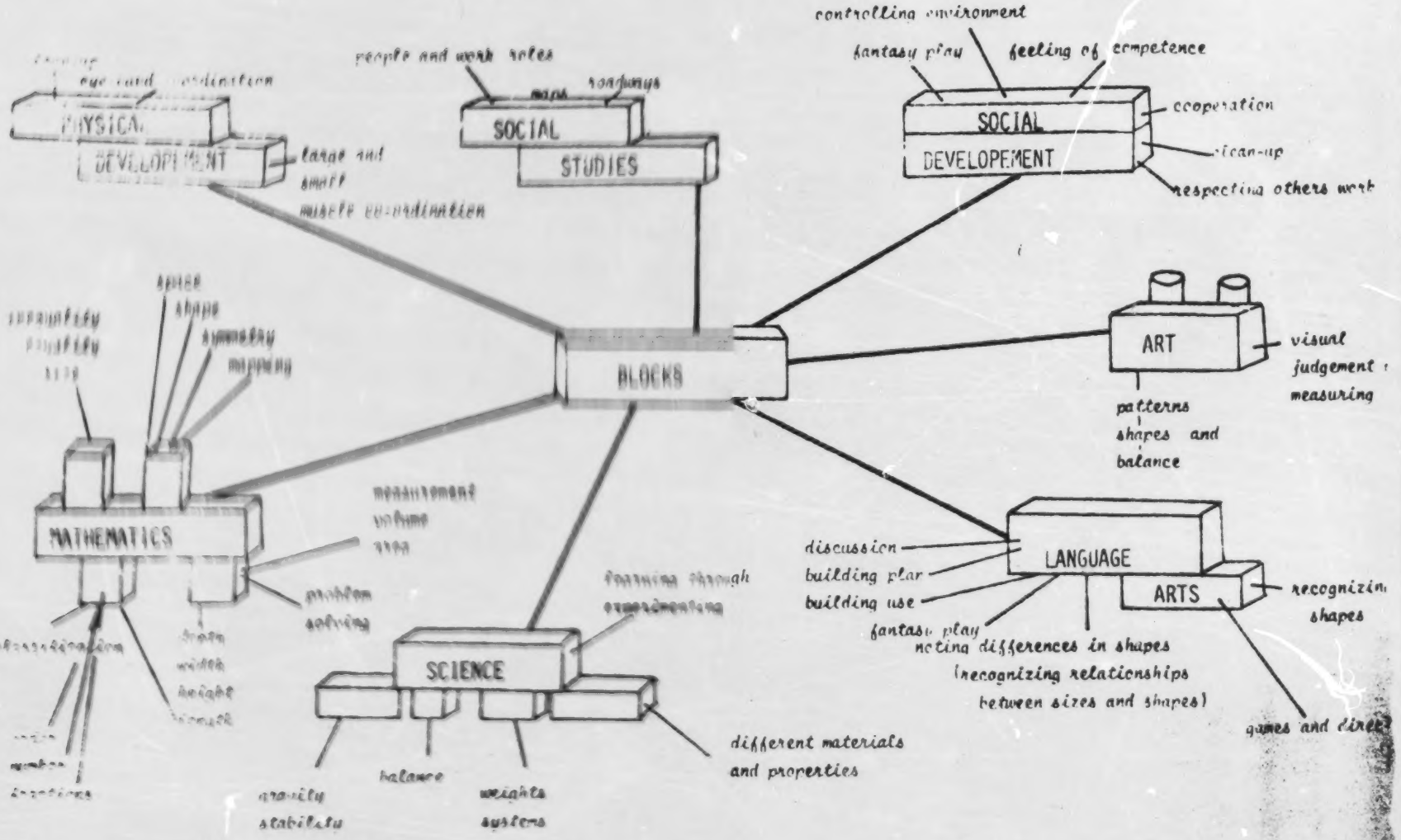
-- Tape some cartons side by side or end to end to create double unit blocks. This will add variety to the buildings the children can build.

- Any large cardboard boxes of the same size can also be stuffed with paper and used for blocks.

-- Cartons from the liquor store can be covered with contact paper or newspaper dipped in paper mache paste.

-- Brown boxes, used in the commissary to hold milk, also work well when covered.

- Damaged "two by fours" from packing and crating can be cut into unit sizes, sanded and used in the block center. Caution: this is soft wood and will require periodic checking for splinters.

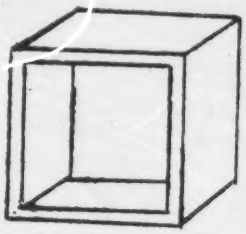

controlling environment
fantasy play
feeling of competence
people and work roles
eye and coordination
SOCIAL
STUDIES
PHYSICAL
DEVELOPMENT
large and small muscle co-ordination
SOCIAL
DEVELOPEMENT
cooperation
clean-up
respecting others work
BLOCKS
ART
visual judgement
measuring
patterns
shapes and
balance
MATHEMATICS
problem solving
LANGUAGE
ARTS
discussion
building plan
building use
fantasy play
noting differences in shapes
(recognizing relationships
between sizes and shapes)
games and direct
recognizin
shapes
SCIENCE
different materials
and properties
balance
weights
systems

RESOURCES

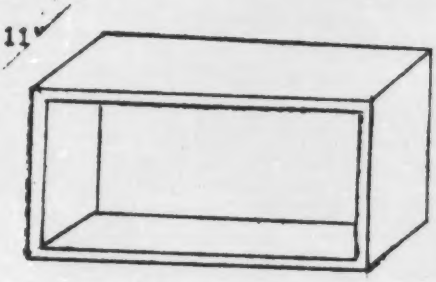
BLOCK CENTER

HOLLOW BLOCKS

square



5½" x 11" x 11"



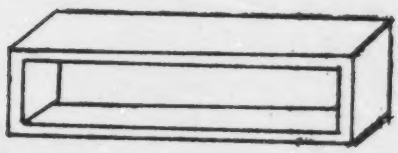
5½" x 11" x 22"

double square

half square

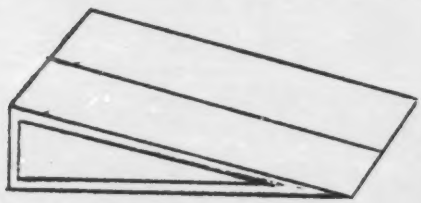
5½" x 5½" x 11"

half double square



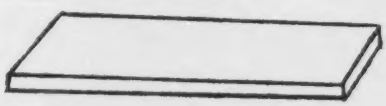
5½" x 5½" x 22"

ramp



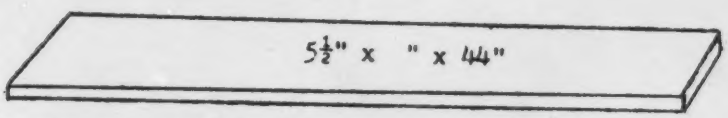
5½" x 11" x 22"

short boards



5½" x " x 22"

long boards



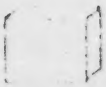
5½" x " x 44"

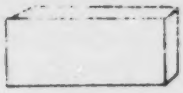
Full Set: 7 shapes, 68 blocks; cost $599.95
Half Set: 7 shapes, 40 blocks; cost $309.95
Intro Set: 7 shapes, 20 blocks; cost $159.95

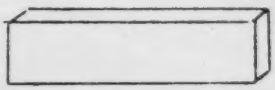
RESOURCES

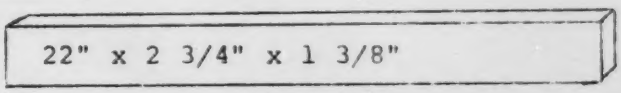
BLOCK CENTER

BASIC BLOCKS

½ unit block  2" x 2 3/4" x 1 3/8"

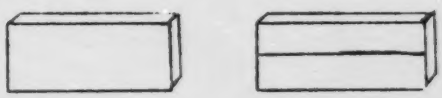
1 unit block  5 1/2" x 2 3/4" x 1 3/8"

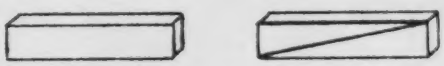
double unit block  11" x 2 3/4" x 1 3/8"

quadruple unit block  22" x 2 3/4" x 1 3/8"

small triangle made from ½ unit block 2 3/4" x 2 3/4" x 1 3/8"

large triangle made from 1 unit block 5 1/2" x 2 3/4" x 1 3/8"

pillar made from 1 unit block  5 1/2" x 1 2/3" x 1 3/8"

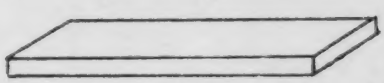
ramp made from 1 pillar block  5 1/2" x 1 2/3" x 1 3/8"

round arch made from 1 unit block 5 1/2" x 2 3/4" x 1 3/8"

elliptical curve

right angle switch

Y switch

roof board  11" x 2 3/4" x 3/8"

Advanced Set: 27 shapes, 396 pieces; cost $299.50
Intermediate Set: 19 shapes, 186 pieces; cost $139.50
Starter Set: 12 basic shapes, 86 pieces; cost $64.50

RESOURCES

BLOCK CENTER

- Bender, Judith, "Large Hollow Blocks, Relationship of Quantity to Block Building Behaviors", Ideas that Work with Young Children, Volume 2. Adams, Leah, and Garlick, Betty, editors, The National Association for the Education of Young Children (NAEYC), 1834 Connecticut Avenue, N.W. Washington, D.C. 20009, pp.140-146, $4.25.

- CDA Child Development Associate Instructional Materials, Book 2, Competency B: Advancing Physical and Intellectual Competence in Young Children, Module 2 "Using Structured and Unstructured Materials with Children" Learning experience #10 pp. 30-31. Texas Department of Community Affairs, Early Childhood Development Division, P.O. Box 13166, Capitol Station, Austin, Texas 78711, June 1977, $2.00.

- Hirsch, Elizabeth S., editor. The Block Book, National Association for Education of Young Children (NAEYC), 1834 Connecticut Avenue, N.W., Washington D.C. 20009, 1974, $3.85.

- Murphy, Lois B., and Leeper, Ethel M., A Setting for Growth, Caring for Children, Number Six, "Block Building Area" p. 12. US Department of Health, Education and Welfare. (Available from Superintendent of Documents, US Government Printing Office, Washington, D.C. 20402, Stock Number 1790-00013, $.75)

- Seefeldt, Carol, and Dittmann, Laura L., editors, 9 Family Day Care, "Blocks" p. 71. US Department of Health, Education and Welfare, Office of Child Development, Washington D.C. 20402. (Available from Superintendent of Documents, US Government Printing Office, Washington D.C. 20402, Stock Number 1791-00188, $2.50.)

- Filmstrips available through HQ USAFE/DPSR:

  -- #801 "Blockbuilding", part of Early Childhood Curriculum, Series 2. (20 minute color presentation with filmstrip and cassette)

  --- Above filmstrip available from Campus Film Distributors Corp., P.O. Box 206, Valhalla, New York 10595, 1977, cost for one program, $30.00; cost for the eight programs, Series 2 (#809-#816) $180.00.

STUDENT STUDY GUIDE FOR

BLOCK CENTER

1. The block center may also be known as the _____ center.

2. Children learn many things when they play in the block center. Name 5 things they learn.

   1.

   2.

   3.

   4.

   5.

3. The location of the block center in the room is very important. When children play in this center, they need room to spread out into adjoining open space. They may need as much as_____ square feet in order to build their structures.

4. Children need many blocks in the center so they do not feel that they need to _____.

5. Store blocks _____ in open cupboards or shelves so that the blocks can be easily seen and easily chosen for building projects.

6. Additional shapes and sizes of blocks _____ a child's interest and _____ building possibilities.

7. Additional props (block accessories) may also be added to extend play. These props may include:

   1. 6.

   2. 7.

   3. 8.

   4. 9.

   5. 10.

8. List some rules for the block center.

   1.

   2.

   3.

Attachment 2

9. Unit blocks would include many different shapes of blocks. List 5 of these shapes.

1. 4.

2. 5.

3.

10. There are many stages of block building through which a child passes. Knowing these stages can help the caregiver understand the child's needs when playing in this center. List the behaviors which happen in each of the seven stages.

Stage 1.

Stage 2.

Stage 3.

Stage 4.

Stage 5.

Stage 6.

Stage 7.

DISCIPLINE AND GROUP MANAGEMENT TECHNIQUES

Chapter 7

1. Definitions of discipline:

- Training that develops self-control, character, orderliness, and efficiency.

- Acceptance of or submission to authority and control.

- Treatment that corrects or punishes.

2. Applications of these definitions of discipline in a child care center.

- Develop self-control, character, orderliness, and efficiency:

-- Caregivers do many things that train children to become self-controlled and orderly.

--- Consistent routines are an important means of training children to become more orderly.

--- Regulations and fair and consistent rules form guidelines for children to follow.

--- Discipline for children provides support, boundaries, and good control without being brutal or harsh.

--- Caregivers plan activities that are interesting to children, and that are neither too difficult (children will become frustrated and angry) or too easy (children will finish quickly, become bored, and get into mischief).

--- Caregivers let children know that they are liked and respected.

--- Praise children who behave in an acceptable way thus reinforcing good behavior.

--- When misbehavior occurs, criticize the behavior, not the children.

--- Place objects and supplies, which are safe and appropriate for children to use, in the room.

--- Place objects where children can easily reach, use, and replace them.

--- Arrange the room so children are not crowded (crowded children tend to push and shove).

--- Develop a sense of humor and an abundant supply of patience.

--- Learn to look for and eliminate the cause of problems rather than spending time correcting misbehavior. (When a child climbs onto the table to reach the kleenex box, instead of scolding the child for climbing on the table, place the kleenex box at the child's level, not the teacher's level.)

- Acceptance or submission to authority and control.

-- In child care centers, children learn to belong to a group by:

--- Taking turns.

--- Following directions.

--- Sharing materials and supplies.

-- Children learn group behavior skills by group experiences and by observing the caregiver's actions.

-- By helping to form room rules:

--- Children can understand and obey the rules easier.

--- Children can understand why rules are needed for group safety and protection of supplies and equipment.

-- Do not argue with children about the room rules.

-- State firmly what the rule is and ignore the grumbling that may follow.

-- Avoid long lectures when disciplining a child.

-- The caregiver's role is to help remind children of the rules when they forget, or when they lose control of their emotions and actions.

-- Always treat children as you would like to be treated--firmly, fairly, and consistently.

- Treatment that corrects or punishes:

-- Situations often occur when caregivers must take immediate corrective and sometimes punitive action for behavior which may hurt the child or other children.

-- Children run around wildly, bumping into others, and disrupting the room.

--- As caregivers try to settle the children, he/she needs to try to understand why the children are behaving this way.

---- Are they hungry, tired, scared, or excited?

---- Are they bored because they have nothing interesting to do?

---- Are they tired of sitting and need some exercise?

--- Stay calm. If the caregiver responds with an angry voice, children may become more excited.

--- Try to identify the leader of the group. Walk calmly and firmly to this child, place your hand on the child's shoulder, and ask the child to come with you to lead a parade. Lead the child to the starting point of the parade, encouraging other children to join in. Start a record with some parade music and continue to lead the the children in the parade. As children quiet down, and become more self-controlled, suggest they join a group for storytime, or sit at tables for quiet activities.

-- Children spit at each other.

--- Caregiver stops the children and firmly states, "I will not allow you to spit on anyone. If you must spit, go spit in the sink."

--- No other scolding is necessary. The children now know the room rule "no spitting on others," and have the option to "spit in the sink." If the spitting has happened because the children are angry or frustrated, there is now a way to vent this anger without making the anger worse.

-- Children hit, kick, scratch or attack others.

--- Caregiver firmly states the rule, "I will not allow you to hit people. If you must hit, hit the floor. I cannot let you hurt other children."

--- Bend down or stoop over when talking with the child; hold the child if necessary.

--- Sometimes it may be necessary to move the child to another part of the room where he/she can hit the floor without hitting others.

--- One caregiver may need to stay with the child until he/she has calmed down.

-- Children bite each other.

--- Biting is dangerous and frightens both children.

--- The caregiver must first separate the children.

--- The caregiver must comfort the bitten child and examine the wound, while keeping the biter close so that he/she does not bite anyone else.

--- The caregiver must firmly state to the biter, "I will not allow you to bite other children. Biting is dangerous."

--- The caregiver needs to identify the reason why the incident occurred and take steps to prevent further biting.

-- In the toddler area, biting can happen quickly and often. Because a toddler bites to express frustration, adequate adult supervision in the toddler room is an absolute necessity.

DISCIPLINE AND GROUP MANAGEMENT TECHNIQUES

Resources

- Air Force Child Care Program Activities, AFP 215-4, 31 May 1978, Chapter 4 "Behavior," pp. 35-45.

- Caring for Preschoolers, Staff Development Series, Military Child Care Project, Ft. Lewis, Washington, "How Can You Help Preschoolers Feel Secure?" pp. 65-73, "How Do You Help Preschooler's Need for Structure?" pp. 117-125, "How Do You Guide Children Without Telling Them What To Do and How To Do It?" pp. 147-157.

- The "Caring" Role in a Child Care Center, Part III, Relating to Children, Staff Development Series, Military Child Care Project, Ft. Lewis, Washington, "How Do You Handle Difficult Behaviors?" pp. 157-167, "Help Children Understand What To Expect" pp. 212-219, "How Can You Help Children Understand What To Expect?" pp. 223-243.

- Mack-Flemming, Bonnie, and Softley-Hamilton, Darlene, Resources for Creative Teaching in Early Childhood Education, Harcourt Brace Jovanovich, Inc., New York, 1977, pp. 83-84.

- Murphy, Lois B., and Leeper, Ethel M., Away from Bedlam, Caring for Children-Number Four, "Handling the Disruptive Child," pp. 14-18, and "When Bedlam Breaks Loose" pp. 18-19, U.S. Department of Health, Education, and Welfare. (Available from Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402, DHEW Publication Number (OHD) 75-1029, $.75.)

- Murphy, Lois, B., and Leeper, Ethel M., More Than A Teacher, Caring for Children-Number Two, "Mothering Helps Social Development," pp. 14-17, U.S. Department of Health, Education, and Welfare, (Available from Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402, Stock Number 1791-00179, $.75.)

RESOURCES

DISCIPLINE AND GROUP MANAGEMENT TECHNIQUES

HOW TO GIVE DIRECTIONS

Before giving directions, give the child a chance to show whether they are needed. They may want time to finish a task. Give directions in such a way that compliance, obedience are easy; refusal, disobedience are difficult.

When You Give Directions:

Be clear in your own mind as to what you want, when and where.

State your request/direction/command clearly and definitely; tell the child clearly what you want done.

Be sure that you have the child's attention.

Speak directly, not into the air.

Face the child; avoid talking to the child's back.

Avoid the common tendency to repeat statements or questions three times.

Expect the child to do what is asked.

When choice is possible and wise, give the child the privilege/opportunity:
Say, "Would you like to do this or that? Do you want to do--whatever is to be done--in this way or that way?"

When there is no choice, do not try to make your directions more palatable by phrasing it as a choice: if it is time to go home, make the statement as such, do not ask the child if he/she wants to leave.

Be sure the child needs help before you intervene.

Be ready with help at the moment the child shows the need.

Render assistance only when needed.

Even a child responds to courteous treatment.

Praise when praise is deserved; praise progress, as well as complete success.

How To Talk To Children:

Know what you intend to say.

Keep your voice in its natural pitch and range; avoid the temptation to use a special voice (a "little" voice).

Avoid talking down.

Do not repeat yourself needlessly.

When you need to be emphatic, lower the pitch of your voice.

RESOURCES

DISCIPLINE AND GROUP MANAGEMENT TECHNIQUES

SUGGESTIONS TO HELP YOU WHEN YOU WORK WITH A GROUP OF CHILDREN:

1. Always stand or face the group/child.

2. Speak in a low, pleasant, but firm voice. Be sure to drop your voice at the end of statements or directions. Experiment a little and you will see the difference between saying, "Put your toys away now," with your voice left up in the air, and the same statement with a definite drop in your voice at the end.

3. Go over to the child, speak his or her name, and be sure you have the child's attention before giving directions or making suggestions.

4. Give positive suggestions. Say, "Keep the scraps on the table," rather than, "Don't put the scraps on the floor." The second way puts the child in the wrong without suggesting what should be done. This may seem like a small point, but it makes a lot of difference in the child's actions.

5. Give real reasons when reasons are in order. Say, "You might hit someone when you throw the ball in the house. You may throw it when you play outdoors. Would you like to color or play with the blocks now?" Avoid saying "We do not throw balls in the house." The child then wonders what is meant by "we", and why he/she has to do as "we" do. He/she stops to please you because you request it, without really learning why.

6. Offer choices where possible. Say, "John has the truck now. Would you like to play with the clay or the blocks?" In this way the child becomes interested in choosing between the two toys and is more apt to forget about the truck. If you say just, "Would you like to play with the clay," the choice is between playing or not playing with the clay. Suggesting choices helps in getting the child started to play.

   A child may be timid and hesitate to make a choice.
   A child may be excited and running wildly about.

   In both cases the child needs special help. You can sit down, take the child in your lap, talking about what he/she might do, and then help the child get started.

7. The best help heads off trouble. When two children are playing and a third approaches, a suggestion such as, "Here comes Mary; she can help set the table," or "You can give her one of the picture books, too," helps them accept the new child.

8. Do not offer a choice about the things the children are expected to do. When you say, "Will you wash your hands now," you leave unsaid the rest of the sentence which is "or won't you." You give the child the choice of saying "yes" or "no." It is better to say, "Time now to wash."

9. Give the child only as much help as needed. Do not do things for children which can reasonably be done alone. You may suggest trying one way or another but let him/her do it. Be ready to give help, however, only when you see that the child really needs it.

10. Help children take turns and share their toys. Say, "Mary has the doll buggy now; your turn is next." Avoid saying, "Mary had it first." Soon you will see Mary clinging firmly to the buggy and saying, "I had it first," all her thoughts are on possession and none on sharing. Say to Mary, "You have had your turn; Alice and Ruth are waiting. You may have your turn with the ironing board."

11. Remember

Very young children "play together" very little.
The younger the child, the more quickly he goes from one thing to another.
The tired child may be over-active and excited.
Keeping calm yourself, helps the child be calm.
If trouble seems to be brewing, a change of activity will help--a good time to learn a song, have a drink of juice, go for a walk.

STUDENT STUDY GUIDE FOR

DISCIPLINE AND GROUP MANAGEMENT TECHNIQUES

1. Give three definitions of discipline.

   a.

   b.

   c.

2. Caregivers can do many things in the center which encourage children to become self-controlled and orderly. Name eight of these things.

   a.

   b.

   c.

   d.

   e.

   f.

   g.

   h.

3. Name three ways that children learn to belong to a group.

   a.

   b.

   c.

4. Why is it a good idea to have children help form the room rules?

5. Why would children run wildly around, knocking into each other and disrupting the room?

   a.

   b.

   c.

6. Describe what you would do as a caregiver if children were running wildly about in your room.

7. Describe what you, as the caregiver, would do if children start to spit at each other. Why would you use this discipline?

8. Describe what you would do if children were biting each other in your room. Why would you use this discipline?

ART CENTER

Chapter 8

1. An important center where:

- Creative art experiences happen.

- The PROCESS is more important than the PRODUCT.

2. An important center where children can:

- Explore a wide variety of materials (paint, clay, fingerpaint, paste, glue, crayons, felt markers, water colors, and scissors).

- Discover color, shape, and texture of various art media.

- Express feelings and ideas by using art materials.

- Develop fine muscles and eye-hand coordination skills by cutting, pasting, and painting.

- Develop individual talents and creativity with art materials.

3. Some suggestions to follow when setting up and using the art center.

- The art center should be:

  -- Away from the general flow of room traffic.

  -- Close to a source of water for easy cleanup. If a sink is not available, use a bucket or dishpan for water.

  -- Well lighted.

  -- Easy to supervise.

  -- Easy to clean up.

  -- Roomy enough so all children in the center have enough space to work in comfort.

  -- Near low shelves where art materials are stored for the children's use.

  -- Near a place where finished art work may be placed to dry and later be displayed.

  -- Arranged so children can clean up and put away art materials.

- The caregiver should:

  -- Know and understand the physical developmental stages of children's growth and how this relates to the developmental stages of children's art.

--- Children develop physically from the top down, and from the base of the neck out to the shoulders, arms, hands, and fingers.

---- One year old's, given a crayon, will draw vertical scribbles if the paper is placed on a vertical surface (blackboard, easel, or wall). The same children will draw horizontal scribbles if the paper is placed on a horizontal surface (table or floor). Children of this age have the most control over the shoulder muscles which causes a pumping motion to occur when they try to draw with their arms.

---- As children develop control over the elbow muscles, their drawings include lines with slight curves.

---- As children develop control over the wrist muscles, their drawings include circles, ovals, and spirals.

---- As children develop control over the finger muscles, their drawings include small intricate details.

-- Provide a center that is well-planned with all materials necessary for childrens use.

-- Provide a comfortable environment where children feel free to explore the materials in their own way without adult criticism.

--- Some guidelines for caregivers are:

---- Keep hands off the materials once the children begin to work. Encourage children to explore, experiment, change, and create.

---- Stay involved by staying in the art center, expressing an interest in what the children are creating, but not evaluating the artwork. The caregiver's presence in the center will also help remind children to use materials appropriately.

---- Encourage children to please only themselves with their artwork.

---- Offer help only if children ask for help or if children lose control of the materials being used.

---- Do not use models (patterns, coloring books and mimeographed drawings). These are adult ideas of artwork and children need to exhibit their own ideas.

---- Help parents understand and appreciate children's artwork. Explain that it is the process of making the picture that is important and not the final product

--- Some guidelines for children are:

---- When painting wear a smock.

---- Handle tools with care.

---- Keep art materials in the art center.

---- Do not throw, spill or deliberately waste materials.

---- Do not put materials in the mouth.

---- Work on own art project; do not interfere with work of other children.

---- Clean and put away tools and materials when finished.

4. The following items are desirable in the art center:

- Equipment:

-- Storage space--cabinets, shelves, containers, baskets, and boxes which allow the children easy access to the materials.

-- Clean-up equipment--buckets, sponges, and mops which children can use for clean-up.

-- Work space--tables, easels, countertops, floor or outdoor space.

-- Smocks--old shirts, aprons, plastic trash bags.

- Art materials:

-- Paper - a wide variety is essential:

--- Construction--assorted colors for tempera painting, colored chalk, and collages (sizes 9" x 12" and 18" x 24").

--- Newsprint--for tempera painting, crayons, charcoal, dry colored chalk (size 18" x 24").

--- White drawing paper--for crayons, water colors (size 18" x 24").

--- Manila drawing paper--for tempera painting, chalk, water colors (size 18" x 24").

--- Fingerpainting paper--(size 18" x 24").

--- Old newspapers--for chalks, water coloring, charcoal, finger and tempera painting.

--- Tissue paper--for collages.

--- Wallpaper samples.

--- Cardboard.

--- Posterboard or oaktag of various sizes and colors.

--- Box of paper scraps.

-- Paste - white, glue, rubber cement, wheat paste, plaster of paris, instant paper mache', library paste.

-- Brushes - a variety of sizes and bristle textures; most large for water color, tempera, paste, and rubber cement.

-- Paint - tempera, finger, water colors.

-- Clay - modeling, natural, play dough.

-- Scissors - right and left handed.

-- Rulers.

-- Marking mediums - crayons, colored chalk, pastels, charcoal, colored pencils, pencils, magic markers.

-- Box of materials for collages.

-- Box of "beautiful junk" - sponges, food coloring, assorted fabric scraps, string, toothpicks, gift wrap, yarn scraps, styrofoam packing bits, coat hangers, tubes from toilet paper and paper towels, magazines, newspapers, egg cartons, butter tubs.

-- Books of art and craft ideas, paintings.

-- Art prints.

-- Materials for weaving and stitchery.

-- Paper clips, brads, staples, pins, scotch tape, masking tape.

-- Drying rack or line.

5. Some art experiences for the preschool-aged child, recipes for fingerpaint, paste, and playdough, and some helpful hints are listed in the art center resource section. This can be used as part of the lesson or as a handout for the trainee.

ART CENTER

Resources

- Air Force Child Care Program Activities, AFP 215-4, 31 May 78. "Children's Art" p. 61, "Coloring Books" p. 62, "Art Materials" p. 63, "Art Projects" pp. 101-114, "Recipes for Creative Media" pp. 118-119 and "Color Mixing Guide" p. 120.

- Creating Environments for Preschoolers, Child Environment Series, Military Child Care Project, Ft. Lewis, Washington, July 79, pp. 98-99.

- Cherry, Claire, Creative Art for the Developing Child, Fearon Publishers, 6 Davis Drive, Belmont, CA 94002, 1972, $6.50.

- Croft, Doreen J., and Hess, Robert D., An Activities Handbook for Teachers of Young Children, 2nd Edition, Boston, Houghton-Mifflin Company, 1975, pp. 97-108, $6.50.

- Mack-Flemming, Bonnie, and Softley-Hamilton, Darlene, Resources for Creative Teaching in Early Childhood Education, Harcourt, Brace Jovanovich, Inc., New York, 1977, pp. 27-31, $14.95.

- Filmstrips #804, "Brush Painting," and #805, "Paste and Collage," part of Early Childhood Curriculum Series 1. (20 minute color presentation with filmstrip and cassette.)

- Filmstrips #810, "Dough," #811, "Fingerpainting," #812, "Clay," and #813, "Drawing," part of Early Childhood Curriculum Series 2. (20 minute color presentation with filmstrip and cassette.)

  -- Above filmstrips available from Campus Film Distributors Corp., P. O. Box 206, Valhalla, New York, 10595, 1977. Cost for one program, $30.00; cost for the eight programs, Series 1 (#801-#808), $180.00; cost for the eight programs, Series 2 (#809-#816), $180.00.

ART IDEAS

RECIPES AND HELPFUL HINTS FOR PRE-SCHOOL

1. ACRYLIC PAINTS

- Squeeze dabs of paints into plastic egg carton cups. Use 1/2 inch wide bristle brushes to apply paint. A small baby food jar of water may be used to wet the brush when needed to thin the paint.

- Use on:

  -- Formica samples
  -- Scraps of wood
  -- Styrofoam cartons
  -- Egg cartons
  -- Fabric scraps stretched tight with embroidery hoops

2. BOX ART

- Children can create trains, zoo animals, creche scenes, doll houses, imaginary animals, bugs, insects, transportation items, and abstract designs using some of the following materials:

  -- Boxes of all sizes and shapes (milk cartons, orange juice cartons, hosiery boxes, toothpaste boxes, shoe boxes, dixie cups, egg cartons, etc).
  -- Fabric scraps
  -- Glue
  -- Yarn scraps
  -- Masking tape
  -- Pipe cleaners
  -- Staples
  -- Paints with small amount of detergent added

3. CHALK

- Use either white or colored sticks of chalk. Sticks of chalk may be dipped in liquid starch or in water and then used on paper.

- Dip paper in a solution of water and powdered milk before using the chalk on the paper; the chalk will adhere better to the paper, and the chalk color will be brighter.

- Try white chalk on dark blue or black paper for snow scenes.

- When dry chalk pictures are made, an inexpensive hair spray applied on the picture is a good fixative.

4. CLAY

- Use modeling clay, natural clay, or play dough.

- Give each child a piece of clay and a clay board (masonite scrap, old plastic place mat, square of oilcloth, etc).

- Establish rules for clay table.

  -- Clay must be kept off the floors and other people.

  -- Clay is not put in the mouth.

  -- When "clay play" is finished, the clay is rolled into a ball and put back in the storage container.

- Clay can be poked, pinched, rolled, rounded, squeezed, pulled, gouged, flattened, piled up, squashed, shaped, and molded.

- Some modeling clays are stiff and difficult for small hands to shape and mold. Try some of the home-made play doughs which are better for young children who do not have strong hands and fingers.

- Receipes for play dough.

  -- Uncooked play dough:

  2 cups flour
  1 cup salt
  food coloring
  water

  Mix flour and salt. Then add food coloring to water and add liquid to other mixture until right consistency is reached. Refrigerate in plastic bag.

  -- Cooked play dough:

  1 cup flour
  1 cup water
  1 cup salt
  2 teaspoons cream of tartar
  1 tablespoon wesson oil
  food coloring

  Mix dry ingredients in heavy aluminum saucepan. Add oil, water, and food coloring. Cook 3 minutes until mixture pulls away from sides of pan. Knead almost immediately. Store in airtight container.

  -- Cornstarch dough:

  1 cup cornstarch
  3 cups salt
  1 cup water

  Heat water and salt for a few minutes. Slowly add cornstarch, stirring until well mixed. Knead dough and add more water if necessary. This dough will dry without cracking.

5. COLLAGE

- Collages allow children to arrange things into new patterns and designs.

- Some possible collage backgrounds include:

-- construction paper	-- cardboard	-- fruit trays
-- paper plates	-- boxtops	-- egg cartons
-- wood panels	-- meat trays	-- fruit dividers

- Some possible collage collections are:

  -- SEED - peas, beans, corn, sunflower, pumpkin, bird, grass.

  -- TEXTURE - scrap carpet, feathers, fur, cotton balls, sandpaper, corrugated paper, net, leather, textured wallpaper, plastic pieces, sponges.

  -- PET FOOD - bird seed, rabbit pellets, dry cat and dog foods.

  -- FABRIC - cotton, wool, silk, corduroy, velvet, satin, felt, burlap.

  -- WOOD - wood chips, toothpicks, popsicle sticks, scrap lumber pieces, cork pieces, bark.

  -- PAPER - torn or cut, different colors, different shapes, corrugated paper, tissue paper, newspaper, magazines, colored cellophane, crepe paper, sandpaper, foil, greeting paper.

  -- MACARONI - elbow, shell, spaghetti, circle, alphabet noodles.

  -- RICE - wild, long grain, colored rice, puffed.

  -- SEWING BOX - rick-rack, buttons, lace, thread, bias tape, fringe.

  -- LACES - string, shoestrings, yarn, ribbons, embroidery thread.

  -- FALL - seeds, leaves, twigs, nuts, pine cones.

  -- WINTER - white objects such as cotton balls, lace doilies, styrofoam pieces, yarn, felt, fur.

  -- SPRING - feathers, grass, flower petals, colored egg shells.

  -- SUMMER - colored sand, seashells, colored pebbles.

- Present the materials in an attractive way. Use separate containers for each item. Present a small quantity of materials at one time. Too many different colors, shapes, and textures can be frustrating to children.

6. <u>COLORED SAND</u>

- Mix sand and dry tempera in a 3 lb. coffee can. Cover tightly with lid and shake until the sand is evenly colored. Make several colors. Fill small spice jars or other small shakers with the

colored sand. Let children draw designs on cardboard, then cover pencil lines with white glue. Shake colored sand onto the glued areas.

- Rice and cornmeal can also be colored this way and used with glue to create designs.

7. COLORED TISSUE PAPER

- Cut or tear colored tissue into small pieces.

- Use a wide brush to apply liquid starch to paper, cardboard boxes, or other desired surface. The liquid starch will act as a glue, and will hold the pieces of colored tissue.

- Another coat of liquid starch can be brushed over the design to give the colors a muted effect.

8. CRAYONS

- Use large, kindergarten-sized, non-roll crayons until the child is six or older.

- Store crayons in containers that offer a variety of colors. Do not keep all the reds in one box, greens in another, etc.

- Crayons can be used in many ways - on the tips, on the sides, on various colored papers, on smooth and rough surfaces, applied with much pressure for dark colors, and applied lightly for soft shades.

- Stubs of crayons and broken pieces may be used to make melted crayon pictures. Grate the pieces of crayon. Then sprinkle the shavings between two pieces of wax paper. Use a warm iron to melt the crayons.

- Crayon rubbings can be made by placing something with texture, (rough cardboard, sandpaper, leaves, netting, key, coin, etc.) under the paper, then rubbing with the side of the crayon back and forth on the top of the paper until the impression of the object appears.

- Crayon batik pictures can be made by first drawing a picture by firmly pressing down with the crayon on the paper. Then brush a thin solution of tempera over the entire area. The paint will not stick to the crayon lines, but will stick to the rest of the paper.

9. DIRT PAINTING

- Sift dirt, removing pebbles, twigs, etc.

- Add a small amount of water to sifted dirt, then paint on paper with mixture.

- Try adding powdered tempera to mixture for various colors.

- Try different kinds of dirt with the tempera.

10. FASTENING DEVICES

- Children enjoy creating things using a variety of fastening devices (staples, rubber bands, paper clips, paper fasteners or brads, wire, string, and tape).

- These items allow children to expand their knowledge of materials and create projects that have moveable parts.

11. FELT-TIP MARKERS

- Colors may bleed through the paper so be sure to protect the table top with newspapers or cardboard.

- Teach children that the tops MUST be replaced after each use to prevent them from drying out.

- Use markers of different colors and different widths on:

  -- construction paper
  -- cardboard
  -- window shades
  -- unbleached muslin
  -- old sheets
  -- paper towels

12. FINGERPAINTING

- Usually done while standing at a table.

- Roll up sleeves, put on aprons, show children where to wash before letting them have paint.

- Wet paper before each child uses it, either by dipping paper or with a wet sponge.

- Wetting the surface under the paper helps prevent slipping, but if liquid soap or liquid starch is used this procedure can be eliminated.

- Set out a choice of colors, and provide a spoon with each color so children can scoop out a dab of the colors desired.

- To prevent paper from curling when dry, fold each edge about an inch from the sides or iron on the reverse side when dry.

- Many things can be used for fingerpainting experiences, try

  -- commercial fingerpaint
  -- library paste
  -- hand lotion
  -- liquid soap and liquid starch added to mud
  -- shaving cream
  -- liquid starch
  -- salad oil
  -- cold cream
  -- flour and water
  -- liquid detergent
  -- instant pudding

- Some fingerpaint recipes:

Recipe #1 - Use liquid starch to which powdered tempera has been added.

Recipe #2 - Mix 1 cup laundry starch, 1 cup cold water, and 3 cups soap flakes.

Recipe #3 - Mix 1 cup flour and 1 cup cold water. Add 3 cups boiling water and bring all to a boil, stirring constantly. Add 1 tbsp. tempera paint or food coloring.

- Some fingerpaint surfaces

-- butcher paper
-- drawer lining paper
-- wax paper
-- cookie sheet
-- waterproof wallpaper
-- smooth-finished cardboard from shirt boxes
-- cafeteria tray
-- table top

13. FOOD COLORING

- Spread newspapers on table or work surface.

- Place small baby food jars in center of table with two eye droppers in each jar of food coloring.

- Give each child a paper towel and demonstrate how to use the eye dropper.

- As drops fall on paper towel they are absorbed by the paper.

14. GLUE

- White glue is made of vinyl plastic and dries clear.

- It can be squeezed directly from the dispenser bottle or thinned with a little water.

- Buy it in large gallon containers and refill the small dispenser bottles.

- Use it to make designs. Let designs dry and then paint the next day.

- Add some tempera to the glue for color.

- Squeeze glue onto paper, then sprinkle other substances onto the glue (corn meal, sand, rice, salt, glitter, dried coffee grounds, various seeds).

- Q-tips make good glue brushes for children to use.

15. PAPER

- This important material is often taken for granted so provide a variety of paper to maintain interest.

- Choose paper on the basis of color, weight, texture, thickness, opaqueness, and strength. Use the right paper for the right project.

- Some kinds of paper:

-- Manila - inexpensive, useful for painting and drawing, may become brittle with age.

-- White drawing paper - best all-around paper, good for cutting, pasting, painting, chalks, crayons, and folding.

-- Construction paper - good for general art project, comes in a variety of colors.

-- Poster paper - similar to construction paper, but easier for the two and three-year-old to fold and cut.

-- Butcher paper - good for fingerpainting activities.

-- Brown wrapping paper - good for backgrounds and oversized paintings.

- Some free or inexpensive paper:

-- Newsprint - often can be obtained from newspaper printers who will give away the ends of rolls, good for drawing.

-- Newspapers - can be used for drawings and paintings.

-- Wallpaper - remnants and sample books of wallpaper can be obtained from decorating shops; provide interesting colors and designs for the children to use.

-- Magazines - can be used for cutting and pasting projects

-- Wrapping paper - ask the parents to save old gift wrapping to be used for cutting, pasting, drawing, painting.

-- Brown paper bags - excellent paper for art projects, cut open and flatten for painting.

-- Computer print-out sheets - obtain from offices, use for drawing, painting.

-- Old maps - useful for crayons, painting.

- Some supplementary kinds of paper:

-- paper plates -- doilies

-- place mats
-- crepe' paper
-- paper towels
-- paper napkins
-- corrugated paper
-- colored tissue paper
-- contact paper
-- facial tissues
-- tracing paper
-- colored cellophane
-- sandpaper

- Use paper for:

-- drawing
-- painting
-- fingerpainting
-- crayons
-- chalk
-- watercolors
-- cutting
-- pasting
-- gluing
-- tearing
-- folding
-- felt markers

16. PAPER MACHE

- Best used with children at least five years old.

- Tear pieces of old newspaper into strips or pieces.

- Mix wheat paste and water (or wallpaper paste and water) to make a mixture the consistency of gravy.

- Dip newspaper strips into mixture and then drape strips over a balloon, wire, or cardboard structure.

- Make sure the object is completely covered with at least two layers of newspaper striping. Allow to dry overnight.

- If necessary, add additional layers the next day.

- When dry, paint with tempera.

- For long-lasting objects, coat with a layer of shellac.

17. PASTE

- White library paste is the best for very young children.

- Wheat paste is very inexpensive. It can be purchased in powdered form and mixed with water.

- Homemade flour paste can be made by mixing 1/2 cup flour with 2/3 cups water and stirring until it is a creamy mixture.

- Whatever type of paste is used, it should be moist, smooth, and slippery. Fingers are better than brushes for adding paste to objects.

- Some recipes for paste:

Recipe #1: Mix 1 cup of flour and 1 cup cold water. Add 3 cups boiling water. Bring all to a boil, stirring constantly. Add 1 tsp. alum and food coloring if desired.

Recipe #2: Mix 3/4 cup water, 2 tbsp. light Karo syrup, and 1 tsp. white vinegar in saucepan. Bring to full boil. Mix 1/2 cup cornstarch with 3/4 cup water and add slowly to boiled mixture. Stir constantly to avoid lumps. Let mixture stand over night before use.

18. PUPPETS

- Puppets are fun to make and even more fun to use.

- Puppets can be made from:

-- paper bags	-- socks
-- paper plates	-- gloves
-- paper mached balloon	-- cereal boxes
-- plastic bottles	-- toilet paper tubes
-- paper cups	-- wooden spoons

- Other items used to make puppets are:

-- scraps of cloth	-- yarn
-- buttons	-- tape
-- pipe cleaners	-- crayons
-- paints	-- popsicle sticks
-- felt markers	-- scissors
-- glue	

19. SILLY PUTTY

- Mix 1 cup glue and 1 cup liquid starch, adding the starch slowly to the glue and stirring constantly. Give children small pieces with which to work. The consistency changes as the putty is kneaded and worked. It will stretch. It will pick up pictures from the newspaper when laid on the paper.

20. SOAP

- Let the child mix this. First add water in a large bowl. Then add soap flakes. Beat the water with an egg beater until the mixture is frothy, but not stiff. If desired, add some tempera for color.

21. STABILES

- A stabile is similar to a mobile except it does not hang and may or may not move. It is easier for the young child to build than a mobile.

- Collect pieces of styrofoam from packing companies, suppliers of machinery and appliances.

- Collect things that can be easily attached to the styrofoam such as:

-- pipe cleaners	-- beads	-- wood scraps
-- wire strips	-- corks	-- nails and screws
-- twigs	-- feathers	-- ribbon, yarn and trims
-- straws	-- toothpicks	-- macaroni and spaghetti
-- spools	-- ice cream stick	-- artificial flowers
-- clothespins	-- barrettes	-- strips of plastic

- Give children a piece of styrofoam and an assortment of objects with which to decorate his stabile.

22. TAPE

- Tape offers children another experience with a fastening device.

- Some interesting experiences with tape may include:

-- Masking tape - easy to use, adheres well to most surfaces.

-- Cellophane tape - easy for children to use; provides good exercise for finger muscles.

-- Mystic tape - gummed tape available in both cloth and plastic finish: comes in many bright colors; fun to use for decorations.

23. TEMPERA

- Tempera paint comes in a variety of bright colors.

- Tempera comes in both liquid and dry powdered forms.

- Tempera is easy for children to use, dries quickly, can be used for a variety of art experiences.

- Some tempera colors do not come out of clothes easily, so be sure children wear smocks when using paint.

- When mixing dry tempera, fill container with water equal to 1/3 the amount of paint desired. Then add dry powdered tempera, and stir just enough to mix. Add a little liquid starch to mixture to make it creamier and to extend its use.

- When mixing large amounts of tempera, add a few drops of oil of cloves or wintergreen to retard the paint from souring. Keep containers covered to keep paint from drying out. If paint does dry out, add a little water to paint and stir.

- Many items can be used as paint containers. Try egg carton cups, bottoms of milk cartons, orange juice cans, plastic butter tubs.

- Some of the activities with tempera paint include:

-- Blow Painting or Straw Painting - Drop dabs of tempera paint on glossy paper. Place one end of a drinking straw close to the dab of paint and then blow through the straw, spreading the paint over the paper.

-- Blot Painting - Fold the paper, then open the paper and drop a dab of paint on one half of the paper. Fold paper and press with hands. Open paper and see design.

-- Brush Painting - Use a variety of brushes to paint with tempera.

-- Corrugated Paper Painting - Paint on corrugated paper and watch the colors mix in the grooves to form new colors. Use the primary colors, red, blue, and yellow for best results.

-- Dipping Color Painting - Use paper towels or paper napkins and dip corner of paper into pie tins filled with thin tempera. Watch as the colors run together and form exciting designs.

-- Dripping Pictures - Fasten the paper to an easel or the wall. Paint with very thin tempera and let the paint drip or run down the paper to form dripping pictures.

-- Drop Painting - Place the paper on the floor. Hold the brush filled with tempera above the paper about 18 inches and drop the paint onto the paper to create new designs.

-- Gadget Painting or Object Painting - Locate objects such as bottle tops, spools, corks, blocks, cardboard shapes, potato masher, etc. Place a pie tin filled with a tempera-starch mixture in the center of the table. Dip the object into the paint and then press it onto the paper to print a design. Hint: place several layers of brown paper towels or a very thin sponge in the bottom of the pie tin before adding just enough tempera to cover the towels or sponge.

-- Marble Rolling Painting - Use the lid of a stationary box. Cut a piece of paper to fit inside the lid of the box and place it inside. Mix tempera to a medium consistency. Pour into a pie tin and place a marble in the paint. Prepare at least two colors of paint in this way. Use a spoon to dip the marble out of the paint and drop it into the lid of the box. Tip the lid so that

the marble rolls around inside, creating a design with the paint. Remove that marble and use a marble from another paint color to make designs of the second color on the paper.

-- Roll-on Painting - Use deodorant bottles with roll-on tops. Remove tops and fill with tempera mixed with liquid starch. Replace top and use for painting. This is like a large magic marker. Very small children can use these easily without much mess.

-- Roller Painting - Use some of the house painting rollers that come in different shapes, widths and textures. Place large pieces of brown paper on the floor or wall and let the children roller paint.

-- Q-Tip Painting - Use q-tips like brushes and paint pictures.

-- Spatter Painting - Use a wire screen nailed to a wooden frame. Place paper under the wire, brush a toothbrush filled with tempera over the wire to create a spatter picture on the paper.

-- Sponge Painting - Use sponges as brushes and dip in tempera. Cut sponges into various shapes for different effects.

-- Squeeze Bottle Painting - Fill a plastic bottle with liquid tempera mixed with liquid starch. As the paint comes through the tip of the bottle top the child can paint with the bottle.

-- Twig Painting - Use twigs and sticks as paint brushes.

-- String Painting - Dip the middle portion of a string 15-18 inches long into a pie tin filled with tempera. Slowly lift the string out and place it on the paper, cover with another piece of paper and then gently pull the string out from between the two papers. Take the papers apart to see the painting.

24. WATERCOLORS

- Let the children use watercolors while seated at a table or on the floor.

- Provide each child with white paper, a set of at least 8 colors, a good quality brush, and two small pots of water; one for washing brush, and one for rinsing the brush. Teach the children how to wash and rinse the brush each time they change colors.

25. WOOD

- Children can pound nails into soft wood scraps. Colored rubber bands can be stretched across the nails to form interesting designs.

- Assorted sizes and shapes of small pieces of wood can be glued together to form interesting designs. Let the children paint on wood pieces so they can discover how wood absorbs paint.

26. YARN

- Thread large, dull-pointed tapestry needles with yarn or heavy cotton thread. Children can sew on coarsely woven burlap, wide-meshed

potato or onion sacks, and plastic or styrofoam meat trays.

- Use yarn of various colors and lengths and glue to create pictures and designs.

- Use yarn strings to string necklaces of macaroni, cut straws, or salt-dough beads. Hint: Stiffen the point of the yarn, by rolling masking tape around one end.

STUDENT STUDY GUIDE FOR

ART CENTER

1. The art center is where _____ act happens.

2. In this center the _____ is more important than the _____.

3. In the art center, children can

   1.

   2.

   3.

4. When the caregiver decides where to set up the art center in the room, she/he needs to consider the following things:

   1.

   2.

   3.

   4.

   5.

5. It is important that the caregiver understands the ways that the young child's physical development effects the child's art work.

   If the young child draws pictures with many circles, ovals, and spirals, the caregiver can assume that the child has developed some control over the muscles in the child's _____.

6. List 3 guidelines for the cargeiver to follow when helping children in the art center.

   1.

   2.

   3.

7. List 3 guidelines (rules) for the children to follow when working in the art center.

   1.

   2.

   3.

8. The art center needs certain kinds of equipment and art materials. List 3 items in each category.

EQUIPMENT	ART MATERIALS
1.	1.
2.	2.
3.	3.

9. In the "art ideas for preschoolers" section, 26 kinds of art materials were listed, with some suggestions about how to use these materials for art work with children. Pretend you are planning art center activities for the next two weeks (10 days) in your room. List 10 different materials you would use for art activities and give an example of how you want the children to use them.

Example	MATERIAL	WAY TO USE IT
Monday	tempera paint	paint with stiff bristle brushes
Monday		
Tuesday		
Wednesday		
Thursday		
Friday		
Monday		
Tuesday		
Wednesday		
Thursday		
Friday		

SCHEDULES AND TRANSITIONS

Chapter 9

1. Schedules:

- Provide caregivers and children with a plan of activities to follow throughout the day.

- Structure each day using routines that occur naturally in a child's daily life.

- Will include periods for:

  -- Active and quiet play

  -- Meal and snack time

  -- Nap and rest time

  -- Washing faces and hands

  -- Using the toilet

  -- Inside and outside play (weather permitting)

  -- Group and solitary play

  -- Arrival and departure

- Should be posted in each room with a list of activities for each age group.

- Are valuable aids for substitute caregivers who need to know what activities occur during the day.

- Should be flexible enough to allow children to continue doing a task or to leave the group when the parents arrive.

2. A tentative schedule might include:

- Fifteen minute preparation time for the caregiver to put out materials, arrange the room before the children arrive.

- Arrival time for the children

- Breakfast time

- Learning Center time

- Snack time

- Outdoor play (weather permitting)

- Lunch time

Attachment 1

- Nap or rest time

- Snack time

- Game time

- Time to pick up toys, wash painting equipment, put away supplies, gather the items that the children take home.

- Departure time for some children

- Supper time

3. Transitions

- Periods of time between major activities

- Times when children may become unruly, upset, excited, difficult to manage.

- Time when the room noise level is higher.

- Will be smoother if children are warned in advance of the approaching transition.

- Will be easier if children learn self-control.

- Will be easier if the caregiver preplans.

  -- Knows what materials are required

  -- What things might go wrong

  -- Plans activities for one group while another works with a caregiver.

SCHEDULES AND TRANSITIONS

Resources

- Air Force Child Care Program Activities, AFP 215-4, 31 May 78, "Schedules" pp. 15-16, "Activity Schedules" p. 18.

- Creating Environments for Preschoolers, Child Environment Series, Military Child Care Project, Ft. Lewis, Washington, "Think About the Use of Time" p. 47, "Learn to Move Easily From One Thing to Another" pp. 51-52.

- The "Caring" Role in a Child Care Center, Part III, Relating to Children, Staff Development Series, Military Child Care Project, Ft. Lewis, Washington, "Help Children Understand What to Expect" pp. 212-214.

- Family Day Care, Carol Seefeldt, and Laura Dittmann (eds) U.S. Department of Health, Education, and Welfare, (Available from Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402, Stock Number 1791-00188, $2.50) p. 51.

- Filmstrips #608, "Curriculm Consideration," and #609, "Routines," part of Day Care, A Comprehensive Look, Part 2. (Available from HQ USAFE/DPSR)

  -- Series available from Campus Film Distributors Corp, P.O. Box 206, Valhalla, New York, 10595, 1979. Cost for one program, $30.00; cost for the six programs in part 2 (#607-612), $160.00.

RESOURCES

SCHEDULES AND TRANSITIONS

A Suggested Day
The times given are only approximate and will depend on the situation.

	Infants	Toddlers	Preschoolers	School Age
7 am	All children and their families are greeted warmly as they arrive. Many of the children will require some nourishment now, depending on their needs.			
	Babies may be changed, fed, and allowed to rest.	Some children may want to 'cat nap' or be rocked or cuddled for a while. Quiet toys (beads to string, puzzles, dolls, books) can be available.		After eating, the children can read, finish homework, watch TV, or play a quiet game until time for school.
9 am	When the baby wakes, and feeding is completed, a game of peek-a-boo, or other play is enjoyed. Put the baby's seat or playpen near the activity of the children so he can watch.	Special Activities Art activities-- painting, drawing modeling, or other activity-- cooking, playing with water or sand, making puppets, might be prepared for the children for in or outdoor play. A light snack is enjoyed midway through the morning.		
	Babies will probably require a full morning nap.	Many toddlers will require a full nap.	Preschoolers may need a quiet time to stretch out and rest.	
11 am	Some time for outdoor play-- walk around the block, to the store or playground can be planned. Following this period of active play, the children prepare for lunch by washing, helping with the food preparation or reading stories.			
Noon	Babies may be fed earlier, and may be ready for an afternoon nap.	Toddlers can learn to feed themselves.	Preschoolers can set the table, help to prepare the meal and help clean up.	Lunch is ready for the children.
		After lunch help the children brush teeth and prepare for nap. Toddlers will probably require a full nap.	Preschoolers can brush their own teeth and prepare for rest. Many will nap, others will rest by playing quietly.	
1 pm	The children are allowed to sleep as long as they wish. Usually a refreshing drink or snack is welcome after napping.			
3 pm	Floor play (with baby placed on a blanket or in a playpen) can be planned.	Active in and/or outdoor play follows nap. Some special activity, a game, story, or walk can be arranged.		A snack is ready for the children or they can fix their own. The children decide what to do with their time-building, sewing, painting, doing homework, going to clubs, listening to records, playing with friends.
5 pm	Preparing the children for going home helps them to make a smooth transition from your home to theirs. This is a good time for story reading, to gather together the things that each child will take home, or perhaps for a light snack to tide the children over until their parents prepare dinner.			

RESOURCES

SCHEDULES AND TRANSITIONS

TECHNIQUES FOR TRANSITION TIMES

Even in a well-planned center, there are times when things just seem to fall apart. You may find (if you'll keep a log) that many of your difficult times occur during periods of transition: transition between home and school, between different activities, between what's become part of your regular routine and a special event (whether planned or unplanned), or at times when children move from one place or from one teacher to another. In almost all these transitions, there's a change in pace and mood which somehow creates a sense of uneasiness that can interrupt the flow of the day.

What can you do to make transitions more natural and less troublesome for yourself and the children? Planning ahead is probably the key. But almost as important as planning ahead is learning to unplan--to be flexible enough to abandon something that's not working out and start in another direction. Here are a few specific suggestions that may help:

ARRIVAL TIME

Children have mixed feelings about leaving their families and being with a group of unfamiliar children and adults. Some come to a center smiling and full of energy, others are half asleep or close to tears; some can hardly wait to see their friends, others wander off by themselves.

You may want to spend much of this time at the door welcoming the children and making the most of the time you have to talk with parents. (Knowing that David's father is in the hospital, or that Joan's grandmother is visiting and will be picking her up the next two weeks, will help explain why David is so easily upset and why Joan keeps asking "Is it time to go home yet?"

Decide how much of the Center you feel comfortable about supervising during arrival time. You may want to close off hard-to-supervise areas until everybody has arrived. But provide an assortment of activities that the children can do by themselves or with a few others--like playing in the housekeeping corner, working puzzles, playing table games, listening to records, drawing with crayons, etc.

Having a certain routine at arrival time makes it easier for some children to adjust. It usually helps to have a standard way of going from arrival time to the first large group activity. One possibility is to regularly play a record when it's almost time to stop individual activities and get together on the rug to talk about plans for the day.

At the end of the day, plan the same sort of quiet, individual activities: You or your aide could read stories, play Simon Says, suggest games that are easy to stop and simple to put away.

BETWEEN-ACTIVITY TIMES

Be aware that children have different levels of involvement in what they're doing; that some can stop and go immediately, that others wind up and down slowly. It may take Jimmy a long time to decide what he's going to paint. Once he's started, though, he becomes totally absorbed and will be unhappy if he's forced to stop for juice time. Why not let him have his juice right where he's working? (You know how you hate to be interrupted in the middle of a satisfying project.) If Sue can't seem to settle down after playing outdoors, don't have her go directly to the rug where the rest of her group is waiting for story time. (She'll only start teasing Gina or trying to pull the rug to one side.) Ask if she'll pick out a book for you to read or look for the Red Riding Hood puppet she can play with as you read the story.

While some children need a little time to themselves between activities, most don't like to sit (or stand in line) very long with nothing to do. (Sometimes they think up mischievous things to do just to relieve the boredom.) It helps to have a good balance between teacher-directed activities, and those which children can do independently, while they're waiting for the next group activity. Provide a variety of activities that can be started and stopped easily (pegboard, checkers, small blocks, etc) and have them handy. If one or two children already have their hands washed, suggest that they round up a few children and do fingerplays before lunch. Avoid lining up if you can. Children don't have to do everything at the same time.

Ongoing projects that children can get in and out of are good for any transition time. Let Sally know that, any time she's finished early, she can begin work on a project.

HAPPENINGS--PLANNED AND UNPLANNED

If you know you'll be gone for a number of days, tell the children in advance. Talk about some of the things they will be doing while you're away. If possible, before you leave have your substitute come in for an orientation period. Keep notes about specific interests and needs of the children.

Capitalize on unexpected events. The hammering on the roof, or the sudden snow squall (which may be disturbing to you at first because it's interrupting your plans) may turn out to be the highlight of the day and an invaluable learning experience. Put away your math games and go to the windows. Talk about snow, what the children like to do best in the snow; ask if anyone has seen a really big snow, and if possible, go outside before it stops.

If children are customarily allowed to choose activities on their own, they won't be as disturbed if there's a sudden break in routine; they'll know that alternatives are available. After all, one of the objectives of most child care programs is to help children become more independent and self-directed.

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STUDENT STUDY GUIDE

FOR

SCHEDULES AND TRANSITIONS

1. Schedules provide caregivers and children with _____

_____.

2. They also give _____ to a day using _____ that occur naturally in the child's life.

3. Name some of the things that are done during various periods of time in a schedule.

   a.

   b.

   c.

   d.

   e.

   f.

4. Transitions are _____.

5. Transitions are easier when the caregiver _____

_____.

6. Make a schedule of activities for the room you supervise.

MUSIC CENTER

Chapter 10

1. This important center is also called the:

- Creative Movement Center

- Rhythm and Movement Center

2. The music center is a place where children can

- Listen to records and tapes, both vocal and instrumental.

-- Helps increase their music appreciation skills and their listening skills

- Practice language as they sing songs.

- Use their imaginations, muscles, and body coordination as they practice rhythm and movement.

- Learn to identify different musical instruments by their sounds.

- Express individual feelings and ideas using music.

3. Some suggestions to follow when setting up and using the music center are:

- Allow enough space for this center so that all children can sit, stand, and move without touching each other.

- Often, space for this center is the same space used for other large group activities, such as story time, calendar discussion or nap time.

- Push the furniture and other small objects out of the area so children can move freely.

- Use the appropriate equipment for music

-- A record player can be stopped and restarted in the same spot by moving the tone arm.

-- A cassette deck requires time in order to find a song's starting point. During this time children may be wiggley and class control may be difficult to maintain.

-- While a song is being played on record or tape, the caregiver is free to move within the group, helping individual children, and leading the music and motions of the song.

-- A piano, guitar, or autoharp may also be used to create music for children. These instruments permit the children to actually see and hear the instrument being used. However, these

instruments also limit the caregiver's hand movements and other movements within the group.

- Use one instrument (bell, drum, tambourine) as a signal for the group to stop and start musical activities.

- When playing songs or music which require only a few children, break the large group into several smaller groups so that more children can participate. Enthusiasm should not decrease as they wait their turn.

- Use music in the music center as an independent activity, and use it in creative ways throughout the day as well.

-- Group Management and Control

--- Greet children with a song and set the mood for the day. Ex: "Hello Everybody"

--- Give musical directions for room activities. Ex: Sing the directions, "Please sit down" or use an instrument for a signal (a bell for clean-up time).

-- Concept Development

--- Sing a song about colors. Ex: Hap Palmer's song, "Parade of Colors"

--- Sing a song about shapes. Ex: Hap Palmer's song, "Triangle, Circle, or Square"

--- Sing a song about holidays. Ex: "Who's Behind the False Face?"

--- Sing a song about history. Ex: "Christopher Columbus"

--- Sing a song about animals. Ex: "Old MacDonald Had a Farm"

-- Story Telling

--- Sing a story. Ex: Over in the Meadow, by Ezra Jack Keats

--- Use musical sounds to add details to a story. Ex: The Bear Hunt, included in the resource section of this chapter.

-- Expression of Feelings and Emotions

--- Happy feelings are expressed in "Be Happy"

--- Sad feelings are expressed in "Nobody Knows My Trouble"

--- Scary sounds are heard in "Tonight is Halloween"

--- Angry sounds are expressed in the chant of the giant in Jack and the Beanstalk, "Fee fi fo fum, I smell the blood of an Englishman!"

-- Socialization

--- Children learn to sing in unison.

--- Children learn to move together with a partner in dances, or with many children in group rhythmic movements.

--- Children learn to play instruments together producing group sound.

--- Children learn to appreciate their own music and the music of others.

-- Body Awareness and Creative Movement

--- Move through space. Ex: Hap Palmer's song "Walk Around the Circle" encourages children to move about the circle by walking, running, jumping, resting, hopping, and skipping.

--- Move in new ways. Ex: wiggle, jog, belly dance, swim, walk stiffly, walk fast or slow, loudly or softly, smoothly or with jerks or walk with a partner.

--- Explore space. Ex: let the children stretch out taking up as much space as possible, then let them curl up using as little space as possible.

--- Move in time, to rhythms created by a drum, a tambourine, the teacher, or other children.

--- Move in different directions. Ex: sideways, backwards, stretch up, bend down, reach across.

4. The following equipment is desirable in the music center:

- Equipment and Storage units

-- Record player

-- Children's records with record holding racks

-- Casette tape player

-- Casette tapes of children's songs and stories

-- Set of rhythm instruments and storage containers.

-- Piano

-- Music books and charts of songs

- Musical props

-- Scarves

-- Dance costumes

-- Flags

-- Paper for children to use for writing original songs

MUSIC CENTER

Resources

- Air Force Child Care Program Activities, AFP 215-4, 31 May 78, "Motor Skills" pp. 27-30, "Music" p. 65, "Children's Records" p. 66, "Rhythm Instruments" pp. 67-70.

- Creating Environments for Preschoolers, Child Environment Series, Military Child Care Project, Ft. Lewis, Washington, Jul 79, pp. 100-103.

- Cherry, Claire, Creative Movement for the Developing Child, A Nursery School Handbook for Non-Music, Fearon Publishers, Inc., 6 Davies Drive, Belmont, CA 94002, 1971, $4.00.

- Mack-Flemming, Bonnie, and Softley-Hamilton, Darlene, Resources for Creative Teaching in Early Childhood Education, Harcourt, Brace Jovanovich, Inc., 1977, pp. 34-45, $14.95.

- Carpet Square (includes activities for development of basic motor skills, balance, and coordination)

- Ella Jenkin Records

  -- Early Childhood Songs

  -- This is Rhythm

  -- Rhythm and Game Songs for Little Ones

- Hap Palmer Records

  -- Learning Basic Skills Through Music - Building Vocabulary

  -- Learning Basic Skills Through Music - Vol. 1

  -- Learning Basic Skills Through Music - Vol II

STUDENT STUDY GUIDE FOR

MUSIC CENTER

1. The music center is also called

   1.
   2.

2. Children learn many things in the music center. Three of these things are:

   1.
   2.
   3.

3. When setting up the music center, it is important to allow enough space for the children _____

   _____.

4. List some advantages of using a record player in the music center.

   1.
   2.

5. List some advantages and disadvantages of using a cassette tape player in the music center.

Advantages	Disadvantages
1.	1.
2.	2.

6. List other equipment which can be used to provide music for children in the music center.

   1.
   2.
   3.
   4.

7. Music can be used as a teaching device for various activities throughout the day. List six general categories in which music can be used as a teaching tool. Then list one specific activity and an example of a song or musical event that would teach that activity. Give examples for each of the six general categories.

   1.
   activity
   song

   2.
   activity
   song

3.
activity
song

4.
activity
song

5.
activity
song

6.
activity
song

8. List three pieces of musical equipment and one music prop used in music centers.

Musical Equipment	Music Center Prop
1.	1.
2.	
3.	

CHAPTER 11

CAREGIVERS AND INFANTS

1. The goals of infant day care are to provide:

- Quality care

- An environment which provides for the infant's social, emotional, physical, and mental needs.

2. Parents have specific ideas about what a beneficial child care program is. They feel it should be:

- A place where their babies can develop a sense of belonging and be accepted by caregivers.

- A place where babies develop a sense of trust for the adults who care for them.

- A place where babies enjoy being with adults and other babies.

- A place to stimulate the babies' curiosity and provides interesting toys and other items.

- A place where babies develop a sense of independence without feeling neglected.

- A place where babies feel important and loved because the caregivers spend time to talk, hold, play, and tend to the basic needs of the child.

3. Quality infant care is dependent on the following items:

- Infant care must be tailored to fit the needs of each individual baby.

- Care must be provided for an infant by the same caregiver every day as this will develop a sense of trust and a special relationship between the two.

- Care must be provided in a warm, affectionate and accepting manner by one who feels positive about all aspects of infant care.

- There must be a daily routine, balanced with mental/physical development activities, to fulfill infants' security and belonging needs.

-- Opportunities for babies to learn through experience must be provided in order for them to develop control over their environment.

-- When a baby cries, the caregiver feeds the child. When a baby smiles, the caregiver smiles and talks with the child. When a baby pushes a toy, it moves.

-- Every moment must be used wisely in order to help infants grow and develop (socially, emotionally, physically, and mentally).

4. Caregivers demonstrate appropriate infant care behavior in the following ways:

- Attentive and loving

- Meets the infant's needs before their own.

- Is relaxed with infants.

- Possesses skills necessary for infant care.

- Uses various styles of caregiving to accomodate the infants' individual needs.

- Reacts quickly to infant's needs.

- Permits increased freedom as the infant grows.

- Shows empathy for infants.

- Expresses positive feelings and enjoyment about involvement with infants.

- Dresses appropriately

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- Accepts the infant's untidy and messy ways.
- Places "untouchables" out of reach.
- Has frequent interactions with babies by touching, holding and smiling.
- Responds without delay to infants needs.
- Does not punish infants.
- Provides stimulation with toys and other objects.
- Cooperates with infant-initiated activities and explorations.

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CAREGIVERS AND INFANTS

Resources

- Caring for Infants, Staff Development Series, Military Child Care Project, Ft. Lewis, Washington.

- Creating Environments for Infants, Child Environment Series, Military Child Care Project, Ft. Lewis, Washington.

- Caring for Pretoddlers, Staff Development Series, Military Child Care Project, Ft. Lewis, Washington.

- Infant Care Guide, United States Air Force Child Care Center, Ardyn Craig, Col Howard Johnson, Priscilla von Matthiessen, Mar 1980.

- Gordon. Ira. J., Baby Learning Through Baby Play, St. Martin's Press, New York, 1970, $4.95.

- Hagstrom, Julie, and Morrill, Joan, Games Babies Play, A Handbook of Games to Play with Infants, A and W Publishers, Inc., 95 Madison Ave, New York, New York 10016, $4.95.

- Huntington, D., Provence, S., and Parker, R., (eds.) Day Care Serving Infants, OCD Day Care Series, Washington, D.C., (Available from Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402, Stock Number 1791-0164), $1.25.

- Infant Care, U.S. Department of Health, Education, and Welfare, Office of Child Development, (Available from Superintendent of Documents, U.S. Government Printing Office, Washington, D.C., 20402 Stock Number 17-0140, $.75).

- Levy, Janine, The Baby Exercise Book, Pantheon Books, New York, 1975, $4.95.

- Segal, Marilyn, From Birth to One Year, (Available from B.L. Winch and Associates, 45 Hitching Post Drive, Bldg 2, Rolling Hill Estates, California, 90274) 1976, $5.95.

- Sparling, Joseph, and Lewis, Isabelle, Learning Games for the First Three Years, A Guide to Parent-Child Play, Walker and Company, Ney York, 1979, $10.75.

- Willis, Anne, and Ricciuti, Henry, A Good Beginning for Babies, Guidelines for Group Care, National Association for the Education of Young Children, Washington, D.C. $4.50.

- Filmstrip #603, Infants and Toddlers," part of Day Care, A Comprehensive Look, Part 1. (20 minute color presentation with filmstrip and cassette)

  -- Available from Campus Film Distributors Corp., P.O. Box 206, Valhalla, New York, 10595, 1975, cost for one program, $30.00; cost for the six programs in Part 1 (#601-#606) $160.00.

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RESOURCES

CAREGIVERS AND INFANTS

PLAYING WITH BABY

Babies need to interact with adults. Establishing communication with infants is not difficult, but it does require affection, time, patience, and an understanding of child development.

When a baby makes a gurgling sound, imitate the sound. Soon the baby will repeat it. These small responses are real communication. Smile, laugh, pat, or hug, letting the infants know that you are pleased with their efforts.

Caregivers must be observant, sensing when infants want to play, and repeating the activities the infant seems to enjoy. Watch the infant and make simple games from natural movements. Sing, chant, or talk while playing with the infant.

PUSH-PULL

When babies lie on their backs, they often make a pedaling motion with their legs. Try placing the palms of your hands lightly on the soles of the baby's feet. Let the movement push your hands back and forth. Sing this song to the tune of Row, Row, Row Your Boat.

Push, push, push, push, As we sing and play

Merrily, merrily, merrily, merrily, What a lovely day!

PULL-UP

Place your index finger against the palms of the baby's hands. When the baby grasps your fingers, pull up gently until his/her shoulders are slightly off the pad, then lower the child slowly. As a baby's neck gets stronger, increase the distance between the shoulders and table. Be very careful, a baby's neck can be injured by jarring or jerking. Chant these words as you play with baby:

Slow and easy, What a grip! Down again, Before we slip!

JOG-ALONG

When the infant enjoys being held upright, grasp him/her firmly but gently under the arms, letting his/her feet touch a solid surface. Babies will instinctively raise and lower their feet as if jogging or dancing. Do this for fun and exercise but never try to get infants to walk before they are ready. Try chanting these words as you play:

Jog along, jog along. Who do we see? Kitten and puppy. Baby and me.

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STUDENT STUDY GUIDE FOR

CAREGIVERS AND INFANTS

1. Name two goals of quality infant care.

   1.

   2.

2. Name five things that parents want a good infant care program to provide their babies.

   1.

   2.

   3.

   4.

   5.

3. In a quality infant care program several things exist. Mark the following list of statements TRUE if they apply to quality infant care and FALSE if they do not.

	Circle the Correct Answer	
a. A baby is cared for by the same caregiver each day.	T	F
b. Care for each baby is individualized.	T	F
c. Caregivers are calm, cool, and reserved.	T	F
d. Caregivers provide the same routines each day to promote feelings of security for the babies.	T	F
e. Caregivers seldom change the toys and equipment so that babies feel secure.	T	F
f. Caregivers smile and talk to the babies.	T	F

4. If you were the director of a child care center which offered quality infant care, how would you want the caregivers to behave when they were with the infants? Name at least ten behaviors you observe when infant caregivers do their jobs.

1.

2.

3.

4.

5.

6.

7.

8.

9.

10.

CHAPTER 12

Table Toys Center

1. The table toys center is also called:

- Manipulative Toy center

2. This center is a place where children can:

- Practice eye-hand coordination
- Practice fine muscle skills
- Practice self-help skills such as buttoning, tying, and zipping
- Practice construction and arrangement skills
- Learn to sort and classify objects

3. Some suggestions to follow when establishing and using the table toys center are:

- Choose a quiet spot away from the flow of traffic for this center.

-- If children want to work with the toys on the floor, they will not be bothered by others as they walk by.

- Include one or two small tables and comfortable chairs.

-- If the chairs are uncomfortable or the table is too high/low, the children will ignore this work area and play on the floor.

--- This increases the chance of losing pieces of toys, games, and puzzles.

- Provide low shelves or cupboards for storage and display of toys in the table toys center.

-- The way the toys are displayed determines:

--- How the children are attracted to the toys

--- How the children use the toys

--- How the children take care of the toys

- Some guidelines for caregivers.

-- Select the table toys daily from the supply cupboard and place them on the low shelves.

-- Place toys at the children's eye level so they may be seen and chosen easily.

-- Avoid placing to many toys on the shelves.

-- Use a picture of the toy to mark the spot on the shelf where the toy belongs. This helps the child remember to replace the toys in the right place.

-- Keep the toys in good condition. Do not use puzzles with pieces missing or toys with parts missing.

-- Storage containers that work well for storing games and toys are:

--- Cardboard shoe boxes

--- Plastic shoe boxes

--- Vegetable bins

--- Plastic dish pans

--- Wide mouth plastic jars such as the ones used in European candy stores

-- Rotate toys regularly. Never put all the toys out at one time, even if the supply is limited.

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-- Choose toys from each of the four basic categories of table toys. Each kind has a specific purpose and use and provides learning experiences necessary for the child's particular levels of development.

--- Coordination Activities

---- Help children practice motor skills that are difficult, such as buttoning, tying, and zipping.

---- Let children practice these skills in a enjoyable manner

---- Promote the children's ability to become self-efficient

---- Include toys such as: lacing shoe, busy box, sewing cards, button frame, and latch and catch box

--- Construction Activities

---- Help children learn to create new forms from various toys and materials. This helps them learn to control their environment.

---- Encourage children to use their imaginations because the end product is deliberately left undetermined.

---- Include toys such as: interlocking blocks, colored cubes, hammer and nails, magnetic shapes and rubber bands stretched over nail boards.

--- Reconstruction Activities

---- Helps children learn to observe by taking a toy apart, and then reassembling it.

---- Toys in this group are self-correcting (there is only one way to reassemble it). If children try putting it together incorrectly, the pieces will not fit.

---- Include toys such as: graduated cups, puzzles and a mailbox with various-shaped pieces.

--- Classification Activities

---- Provide children with opportunities to practice matching, sorting, grouping, and patterning

---- These are important pre-reading activities and should be presented in a fun way.

---- Include toys such as: lotto games, dominoes, beads, pegboards, and most board games.

- Some guidelines for children to follow:

-- Choose one game/toy at a time

-- Pick up all the pieces of a game or toy; place them in the correct storage container.

-- Replace the storage container on the shelf, before choosing another game or toy

-- If the child is unable to finish a puzzle, encourage him/her to ask a friend to help finish the task or to place the puzzle and pieces in a spot for unfinished projects (middle of table, top of counter, etc). Hint: When puzzles are new, mark a number on the back of each piece and puzzle tray with a magic marker. Numbers are easy to use, but letters, shapes or other codes can also be used. When a puzzle piece is found, the identifying number or code tells where it belongs.

-- Encourage children to help take care of the toys and games. Praise them when they bring pieces of toys and games to you, and when they place those pieces in the proper storage container.

4. Some of the following equipment is desirable for the table toys center:

- Coordination Activity Toys

-- Lacing shoe -- Sewing cards

-- Busy box -- Threading board

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- Construction Activity Toys
  - -- Lincoln logs
  - -- Table blocks
  - -- Tinker toys
  - -- Colored cubes
  - -- Clay
  - -- Space wheels
  - -- Play Squares
  - -- Logo blocks
  - -- Hammer and nails
  - -- Dough
- Reconstruction Activity Toys
  - -- Puzzles, of varying degrees of difficulty
  - -- Form boards
  - -- Montessori cylinders
  - -- Cuisinaire rods
  - -- Mailbox with various-shaped pieces
- Classification Activity Toys
  - -- Lotto, both commerical and homemade games
  - -- Dominoes
  - -- Beads
  - -- Pegboards and pegs
  - -- Board games

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TABLE TOYS CENTER

Resources

- Air Force Child Care Program Activities, AFP 215-4, 31 May 78, "Toy Placement," p. 89, "Storage Space," pp. 90-92.

- Creating Environments for Preschoolers, Child Environment Series, Military Child Care Project, Ft. Lewis, Washington, July 1979, pp. 82-84, and p. 89.

- Baratta-Lorton, Mary, Workjobs, Addison-Wesley Publishing Company, P.O. Box 47722, Dallas, TX 75247, 1972, $6.50.

- Mack-Flemming, Bonnie, and Softley-Hamilton, Darlene, Resources for Creative Teaching in Early Childhood Education, Harcourt, Brace, Jovanovich, Inc., New York, 1977, pp. 55-56, $14.95.

- Filmstrips #806, "Puzzles," and #807, "Manipulative Materials," part of Early Childhood Curriculm Series 1. (20 minute color presentation with filmstrip and cassette.)

- Filmstrips #812, "Clay," and #810, "Puzzles," part of Early Childhood Curriculm Series 2. (20 minute color presentation with filmstrip and cassette)

  -- Above filmstrips available from Campus Film Distributors Corp., P.O. Box 206, Valhalla, N.Y. 1977, cost for one program, $30.00; cost for the eight programs, Series 1 (#801 and #808) $180.00; cost for the eight programs, Series 2 (#809 and 816) $180.00.

STUDENT STUDY GUIDE FOR

TABLE TOY CENTER

1. The table toys center may also be called the manipulative toys center. Manipulative means _____

_____

2. In this center children can:

   1.

   2.

   3.

3. The table toys center should be located in a _____ spot in the room because _____

_____.

4. Tables and chairs should be child-sized and comfortable because

_____.

5. Low storage shelves are important so the toys can be properly _____ and _____.

6. Proper display of the toys is important because it determines

   1.

   2.

   3.

7. Answer the following statements with true or false:

	True	False
a. Toys should be selected daily form a central supply area and displayed attractively.		
b. Place as many toys as possible on the shelves.		
c. Put out toys even if pieces are missing.		
d. Keep all pieces of a toy or game together in one storage container.		
e. Seldom change the toys. Children enjoy playing with the same toy all the time.		

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	True	False
f. Praise children when they help take care of toys by picking up lost pieces and bringing them to you.		
g. Allow children to play with more than one game at a time.		

8. List the four basic categories of table toys.
List an example of learning that occurs when children play with each type of toy.
List two examples of toys in each category.

CATEGORY	LEARNING THAT OCCURS	TWO EXAMPLES OF TOYS

Chapter 13

CAREGIVERS AND SCHOOL-AGED CHILDREN

1. What is care for school-aged children?

- A program of activities for 6-10 year old's.

2. Where is this care given?

- Usually in a separate room in the child care center, which is stocked with the supplies appropriate for that age group.

- Sometimes it is held in the American Youth Activities (AYA) area.

3. When is this program held?

- Whenever school is not in session. That includes times before school, at lunch, after school, on weekends, during school vacation, during the school year and in the summer.

4. Why is a program for school-aged children needed?

- Supervised care is necessary for children who are out of school during times when the parents are working or not at home.

- Some children need a caring adult who listens and responds as they talk about their lives.

- Some children need the interactions with adult role models. Perhaps the child has no father and enjoys interacting with male caregivers. Perhaps the child has no mother consequently needing interactions with female caregivers.

- Day care programs for school-aged children can be valuable supplements to the regular school programs. In school many things must be learned before children can advance to the next grade. In day care programs children can try fun things (crafts, hobbies) without the pressure of accomplishing a task.

- Often in school the teacher-student ratio is 1-30. In the day care program the caregiver to child ratio is 1-15, offering more opportunities for the child to be noticed by the caregiver.

- In school the schedule is more structured with some subjects being performed every day. In the day care program, schedule is more flexible, and children can spend much of their time doing things that are interesting and fun.

5. How can a program for school-aged children be developed?

- Develop a program which helps school-aged children continue to develop in the four main areas of growth.

-- Social Personal Development: Children discover more about being individuals while interacting with their peers. Friends of the same sex become very important during this period. Children continue to learn how to solve conflicts, make friends and get along socially through experience. They develop a sense of being capable and creative and are willing to help with daily tasks. They are also very concerned about failure and being inferior.

-- Language Development: Children develop language very rapidly. They enjoy expressing their ideas and experimenting with new words. They like to talk with other children, but will also spend time talking with themselves.

-- Sensory-Motor Development: Children's large muscles continue to develop ahead of their small muscles. Therefore, they still enjoy running, throwing, kicking, climbing and dancing. Some of the arts and crafts projects can be more complex for this age group. They now have more control over their finger and hand muscles than the preschool child does.

-- Cognitive Development: Children are becoming more and more capable of organizing their thoughts/information and coming up with new ideas and concepts. They can understand symbols for things and do not need as many concrete objects to explain new ideas.

- Include ways of providing for the health and safety of these children in this program.

- Stress communication between the child care center and the parents so that parents can feel a part of the program.

-- Often parents can offer valuable help by teaching children crafts, sharing exciting hobbies and other recreational activities or providing valuable insights about various adult careers and occupations for the children.

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- Develop a link with the community and its many valuable resources.

  -- Scout programs offer valuable ideas for new projects and programs.

  -- Churches in the community can provide resources.

  -- Community services such as fire stations, radio and TV stations, medical facilities, community leaders, sites of interest, and other recreational areas may be interesting field trip choices.

- Include in the curriculum other programs that are not continuations of school activities. Allow enough time for children to explore and experiment with different activities.

  -- Creative expression through music, art, dramatic play

  -- Sewing, weaving, crocheting, embroidery, knitting

  -- Cooking and baking

  -- Scientific experiments

  -- Field trips

  -- Games of skill and concentration

  -- Activities that develop muscles and coordination

  -- Opportunities to develop social skills and manners

  -- Opportunities to develop interests that may lead to leisure-time hobbies and recreation

  -- Opportunities to learn more about special topics of interest through reading and films

6. Who can provide this program for school-aged children?

- Caregivers who know and understand the developmental needs.

  -- Adults who can help children

    --- Develop self-responsibility (independence and self-esteem)

    --- Channel emotions appropriately

    --- Acquire skills

    --- Release creative potential

    --- Learn honesty and fair play

    --- Learn to live in harmony with others

    --- Learn good health habits

    --- Learn how to develop appropriate motor skills

  -- Adults who enjoy working with children of this age group

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CAREGIVERS AND SCHOOL-AGED CHILDREN

Resources

- Caring for School-Age Children, Staff Development Series, Military Child Care Project, Fort Lewis, Washington, June 1980.

- Creating Environment for School-Age Child Care, Child Environment Series, Military Child Care Project, Fort Lewis, Washington, August 1980

- Bakely, Pat, Haislet, Barbara and Hentges, Judith, Free Stuff for Kids, Meadowbrook Press, 16648 Meadowbrook Lane, Wayzatta, Minnesota, 55391, 1979, $2.95.

- Blau, R., Brady, E., et. al., Activities for School-Age Child-Care, National Association for the Education of Young Children, Washington, D.C., 1977, $3.50.

- Cohen, D., Parker, R., Host, M., and Richards, C., (eds.) Serving School-Age Children, OCD Series of Day Care, Washington, D.C. (Available from Superintendent of Documents, U.S. Government Printing Office, Washington, D.C., 20402, Stock Number 1791-0165, $.95).

- Cuyahoga County Welfare Department, Fun N' Such, Tapp Associates, Inc., Atlanta, Georgia, 1976.

- Cuyahoga County Welfare Department, Middle Childhood, Tapp Associates, Inc., Atlanta, Georgia, 1976.

- Den Chief's Handbook, Boy Scouts of America, New Jersey, 1971.

- Filmstrip #605, "Day Care After School," part of Day Care, A Comprehensive Look, Part 1. (20 minute color presentation with filmstrip and cassette.) (Available from HQ USAFE/DPSR)

  -- Series available from Campus Film Distributors Corp., P.O. Box 206, Valhalla, New York, 10595, 1979. Cost for one program, $30.00; cost for the six programs in Part 1 (#601-606), $160.00.

CAREGIVERS AND SCHOOL-AGED CHILDREN

Resources

Summary of Growth and Development: A word picture of seven year olds.

General	Is dissatisfied Sulks Lapses into musing moods Complains Is a good listener Is intensively preoccupied Alibis and blames
Relationships with other adults	Nags Is fond of teacher Is sensitive to attitudes of others Challenges parents
Peers	Participates in group play that is loosely organized Still needs adult supervision Has strong loyalty of short duration Is not a good loser
Physical growth and motor skills	Begins to show evidence of sex cleavage Shows steady, smooth growth Has permanent teeth appearing at rapid rate Is well coordinated Is learning to whistle Is learning to throw with skill Has well established hand-eye coordinatio
Interest and Intellectual skills	Knows basic number concepts Has fair concept of time Has beginnings of sexual curiosity Uses "bathroom" language Enjoys riddles and simple jokes Likes to repeat satisfying experiences

Resources

Summary of Growth and Development: A word picture of eight year olds.

General	Is brassy Is expansive Is evaluative Is peer oriented Is sensitive to criticism Is argumentative
Relationship with other adults	Is demanding - particularly of mother Expects and asks for praise Can admit wrongdoing to adults Alibis Challenges parents
Peers	Is highly critical of siblings Does considerable bickering Engages in spontaneous grouping - but short lived Muddles through, but play continues
Physical growth and motor skills	Has ten or eleven permanent teeth Is losing baby body profile Writes with considerable effort Bicycles and roller-skates
Interest and Intellectual skills	Begins to be interested in past Can tell day of month and year Begins leisure-time reading Is skeptical Is increasing in sense of humor Begins interest in collections

CAREGIVERS AND SCHOOL-AGED CHILDREN

Resources

Summary of Growth and Development: A word picture of nine year olds.

General	Displays new forms of self-dependence Resents interruptions Is independent Has strong peer orientation Has widening interest Shows variability in mood: timid - bold; cheerful - grumpy. Is essentially truthful and honest
Relationships with other adults	Needs reminders Can accept blame but "who started it?" Begins to pull away from parents Is more interested in friends than family excursions
Peers	Joins in spontaneous groups of one sex Expresses contempt for opposite sex Begins secret codes and languages
Physical growth and motor skills	Can care for own needs Shows slow and even growth Is perfecting motor skills Uses tools increasingly well
Interest and Intellectual skills	Is increasing in powers of appraisal Is clearly acquiring a conscience Is perfecting tool-subject skills Collects things indiscriminately Can relate events well

Resources

Summary of Growth and Development: A word picture of ten year olds.

General	Is clear about age-sex roles Is alert Is casual and relaxed Is interesting Argues logically Likes privacy
Relationships with other adults	Enjoys creative companionship with parents Finds mother all-important Is affectionate with parents Has great pride in father Is loyal Hero-worships
Peers	Shows strong indication of sex cleavage Likes rules and teamwork Is affectionate with peers of same sex Is highly selective in friendships Is intense in friendships
Physical growth and motor skills	(If a girl) May begin rapid increase in weight Has 14 to 16 permanent teeth (If a girl) Is on brink of pubescent spurt Has motor skills well in hand Has interest in hazardous activities Uses motor skills for group participation Begins development of selective motor skills (If a boy) Is more active and rough than girls
Interest and Intellectual skills	Uses thought and reasoning Is interested in other people's ideas Can budget time Begins to use fractions Likes to read Has short interest span Begins to show talents Asserts leadership

STUDENT STUDY GUIDE FOR

CAREGIVERS AND SCHOOL-AGED CHILDREN

1. What is care for school-age children?

2. Where is this care usually given?

3. When is the program for school-aged care held?

4. Give 5 reasons why the school-aged child needs a child care program.

   1.

   2.

   3.

   4.

   5.

5. Give a short summary of how children in this age group develop in the following areas:

   1. Social-Personal:

   2. Language:

   3. Sensory-Motor:

   4. Cognitive:

6. Parents and other adults in the community are often valuable resources for this program. Name 5 hobbies and 5 careers or occupations which could be explained to school-aged children by parents and other adults.

Hobbies	Careers and Occupations
1.	1.
2.	2.
3.	3.
4.	4.
5.	5.

7. Name ten things that could be included in the curriculum for school-aged children that would be fun and not just continuations of school activities.

1.

2.

3.

4.

5.

6.

7.

8.

9.

10.

8. Adult caregivers working with school-age children must be able to help them develop in many ways. Name 5 ways.

1.

2.

3.

4.

5.

Chapter 14

LIBRARY CENTER

1. This center is also called the:

- Book Center
- Quiet Corner
- Listening Corner
- Story Center

2. In the library center children can:

- Develop a love for books and stories
- Learn to use and take care of books and magazines
- Enjoy fantasy and make-believe
- Appreciate well-illustrated books
- Increase their knowledge of the community and world
- Learn pre-reading skills such as how to hold a book, turn a page, "tell" the story by using the pictures for cues, reading from left to right/top to bottom
- Discover how to "tell" and recreate stories using puppets, pictures and dramatic play
- Enjoy books individually or with their friends
- Linger over books, re-reading favorite stories

3. Some suggestions to follow when establishing the library center are:

- Choose a quiet corner of the room which has plenty of light
- Provide comfortable seating - soft pillows, carpet, a rocking chair, tables and chairs
- Provide an attractive display for the books. If possible use a open book shelf so the covers of the books can be seen
- Provide a varied selection of books, changing them frequently. It is better to have 15 books changed weekly than to have 30 books out for 2 weeks. If possible, keep a wide variety of books in the room. If a book about farm animals is needed it can be conveniently taken from the shelf and put out for the children to read
- Some guidelines for selecting books for preschoolers

-- A child's first introduction to books should be those with large, bright colored pictures on each page.

-- Childrens books should be interesting and about something the child can understand and relate to, such as family topics.

-- Books should be believeable, have a varied vocabulary and be easy to understand.

-- Books should be well bound, easy to handle, not too big and not too small.

-- Books should extend a child's knowledge of the world. If possible, use the real object as well as the book having the picture. Let the child see and feel the real object and see how it is represented in the book. Let the child see and feel the apple and then look at the picture of the apple in the book.

-- Include some books with humorous parts, repetitious phrases, and surprises.

-- Choose books which accurately reflect ideas about life and families.

-- Include books which represent different ethnic groups.

-- Choose books which portray today's values concerning male and female roles.

-- Include books which are part of a series, such as: Curious George, Cat in the Hat, Frances, and Harry the Dirty Dog.

-- Include books which have illustrated songs.

-- Include books that illustrate finger plays and poetry.

-- Include books which teach ideas about science, animals, society.

- Some guidelines to follow when reading stories to children are:

-- Read the story to yourself before reading it to the children.

-- Be able to adapt the story to those who are listening. Leave out unimportant details, use simple words, add sound effects.

-- Introduce the story by naming the main characters, hinting at a special part of the story.

-- Read the story as if you really enjoy it. The caregiver is a model and the children will pick up your enthusiasm.

-- When the story is finished, encourage the children to discuss it.

- Some guidelines for children to follow are:

  -- Handle books carefully and with clean hands.

  -- Close the book before returning it to the shelf.

  -- Read one book at a time.

  -- Place the book back on the shelf so that others can choose it to read.

- Some other ways to present a story besides reading it to children are:

  -- Tell the story from memory.

  -- Pantomime the story.

  -- Use puppets.

  -- Dramatize the story.

  -- Listen to stories on a cassette tape.

  -- Listen to the story on a record.

  -- Use filmstrips to illustrate and tell the story.

  -- Use slides to illustrate and tell the story.

  -- Use flannel board to illustrate the story.

  -- Use a language experience chart to record the children's words and tell a story about an experience or event.

  -- Draw a story as it is told.

  -- Sing a story.

4. The following items are desirable in the library center:

- Equipment

  -- Comfortable chairs and small tables

  -- Pillows

  -- Carpet or small rug

  -- Book rack

  - Storage for records and tapes

  -- Record player with headsets

  -- Variety of children's books

  -- Flannel board and flannel board story pieces

LIBRARY CENTER

Resources

- Air Force Child Care Program Activities, AFP 215-4, 31 May 1978, "Selecting Books and Stories" p. 57, "Story Time" p. 58, "Puppetry" p. 73, "Homemade Puppets" p. 74.

- Creating Environments for Preschoolers, Child Environment Series, Military Child Care Project, Ft. Lewis, Washington, July 1979, pp. 104-107.

- Red Notebook from USAF Child Care Director's Workshop, 1979, Section: "Communications" pp. 7-18.

- CDA Child Development Associate Instructional Materials, Book 2, Competency B: Advancing Physical and Intellectual Competence in Young Children, Module 4 "Advancing Language Use and Comprehension" pp. 56-65, Texas Department of Community Affairs, Early Childhood Development Division, P.O. Box 13166, Capitol Station, Austin, Texas 78711, June 1977, $2.00.

- Mack-Flemming, Bonnie, and Softley-Hamilton, Darlene, Resources for Creative Teaching in Early Childhood Education, Harcourt Brace Jovanovich, Inc., New York 1979, pp. 31-32, and pp. 45-50, $14.95.

- Watrin, Rita, and Furfey, Paul Hanly, Learning Activities for the Young Preschool Child, D. Van Nostrand Company, 135 West 50th Street, New York 10020, 1978, pp. 227-261, $9.95.

- Filmstrip #809, "Books and Stories," part of Early Childhood Curriculum Series 2. (20 minute color presentation with filmstrip and cassette.) (Available from HQ USAFE/DPSR)

  -- Series available from Campus Film Distributors Corp., P.O. Box 206, Valhalla, New York, 10595, 1977. Cost for one program, $30.00; cost for the eight programs in Series 2 (#809-816), $180.00.

BEAR HUNT

Begin by patting hands alternately on knees to make sound of person walking.

"We're going on a bear hunt,
All right! O.K! Let's go!"
(Refrain)

(Walk awhile)

"We're coming to some grass.
We can't go over it.
We can't go under it.
Let's go through it."

(Make swishing sound by brushing hands back and forth -- about 8 counts. Resume "walking.")

Repeat refrain and "Walk" awhile.

"We're coming to a river.
We can't go over it.
We can't go around it.
Let's swim across it."

(Make swimming motions -- about 8 counts. Resume "Walking.")

Repeat refrain and "walk" awhile.

"We're coming to a tree.
We can't go over it.
We can't go through it.
Let's climb up it."

(Hand over hand imagine to climb up the tree. When you reach the top, shade eyes with hands and look to left and right.)

"Do you see a bear?
I don't see a bear.
Let's climb down."

(Descend hand over hand and resume "Walking".)

Repeat refrain and "walk" awhile.

"We're coming to a cave. (Voice gets quieter -- a bit shakey.)
We can't go around it.
We can't go under it.
Let's go in it."

(Palms down, use hands as feet going into cave. Pretend to feel with right hand.)

"I feel something furry. (Voice gets shakier and shakier.)
I think it is a bear!
It IS a bear!
Let's get out of here!"

(Begin patting knees furiously.)
Go up and down the tree; run; swim back across the river; run; swish through the grass; run; and

"Back home and close the door".

(Use forearms from elbow to represent doors closing.)

LIBRARY CENTER

Resources

A Flannel board

- Any felt or flannel-covered surface large enough to use as a visual teaching aid

- Value of flannel board

  -- Helps focus children's attention

  -- Provides a flexible and variable teaching device for many concepts

  -- Helps children comprehend using both their eyes and ears

  -- Is inexpensive to make

  -- Can be used by children to practice concepts being learned

- When using a flannel board

  -- Know the story well

  -- Arrange pieces in the order they will be used, so time is not lost locating a figure

  -- Use a few basic figures rather than lots of unimportant ones

  -- Make sure everyone can see the whole flannel board before starting a story

- Create flannel board figures by cutting out shapes from:

  -- Colored paper

  -- Fabric scraps or felt

  -- Art foam

  -- Use white glue to add details to figures by using contrasting colors of felt (a brown belt can be glued on top of blue slacks)

  -- Use a small tipped felt marker to add eyes, mouth, and nose on the face

  -- Used felt or fabric figures can be stiffened with spray starch and ironed

  -- Store all figures in a shallow box or manila folder along with a copy of that story.

LIBRARY CENTER

Resources

A Flannel Board Story

THE EGG WHO COULDN'T DECIDE

"Once upon a time there was a little white egg (white egg) named Eggbert. He was the color of a (white cloud). Something special was about to happen. Eggbert knew, because all the boys and girls were talking about coloring eggs for Easter. Eggbert hoped he would be one of the eggs chosen to be colored and put in someone's Easter basket. "I wonder what color I'll be?" wondered Eggbert. Perhaps I'll be yellow (yellow egg) like the color of the (sun). Or maybe I'll be brown (brown egg) like the color of the (ground). Well, maybe I'll chose to be blue (blue egg) like the color of (water). That is a beautiful color. Maybe I'll be black (black egg) like the color of a (tree) in the spring before the leaves grow. Well, maybe I'll be pink (pink egg) like the color of (cherry blossoms) on the trees, Oh, it is so hard to decide just what color is best. Maybe green (green egg) like the color of (grass) would be nice. Or what about red (red egg) like the color of a (tulip)? A tulip is one of the first Spring flowers to bloom. Maybe, just maybe, I'll be orange (orange egg) like the (carrot) that rabbits like to eat. At Easter time there is a special rabbit (rabbit) called the Easter Bunny. Maybe Eggbert will be purple (purple egg) like the color of some (Easter baskets) that the Easter Bunny brings full of candy and colored eggs."

Now look at all the colored eggs. They are such pretty colors. Maybe you can help Eggbert decide which color is best. After you have chosen a color, whisper it to the friend sitting beside you.

Tips for telling this story:

- Arrange the various pieces in your lap as they appear in the story. This will allow you to tell the story without stopping to look for misplaced pieces.

- Line the colored eggs up in a row along the top of the flannel board.

- Use the other pieces to create a Spring scene in the center of the flannel board. (This scene can be used to foster a discussion of signs of Spring.)

- Flannel board figures for this story can be made of paper or fabric.

LIBRARY CENTER

Resources

A Magic Story (Draw with a magic marker on large piece of paper)

ICE CREAM AND ?

One Saturday Jimmy/Susie went for a walk with his/her Daddy in the park. As they walked past the ice cream shop, Jimmy/Sussie asked, "Oh, please, Daddy, can I have an ice cream cone?"

"Yes," said Daddy. "I'll get you one." DRAW

"What do you want on it? Would you like nuts?"

"Yes," said Jimmy/Susie. Sc the ice cream person added some nuts. ADD two XXs

"Would you like a cherry on the cone?" asked Daddy.

"Yes," said Jimmy/Susie, and the ice cream person added a cherry. ADD a circle

"Would you like some strawberry syrup on the cone?" asked Daddy.

"Oh yes," answered Jimmy/Susie. And some syrup was added. ADD syrup this way

"Why don't you add some whipped cream, too." said Daddy.

"Okay," answered the ice cream person and added the whipped cream. ADD whipped cream this way

"Oh," said Jimmy/Susie, "This looks good!" But just as he/she began to take a bite of the ice cream cone, someone began to walk towards him/her in the park. Who do you think it was?

(Allow the children to guess, and then turn the paper upside down to show who was coming towards Jimmy/Susie and Daddy.)

Chalk Talk - We all remember these from our own childhood. This one is an old folk tale handed down from generation to generation.

THE OLD MAN'S ADVENTURE

There once was an old man who lived in a funny old house. It looked like this.

One day his children, who were grown up, went away to seek their fortunes, so the old man decided to make two houses out of his house. He built walls down through the middle, cut the front door in half, put on another chimney, and rented it to a young couple.

Because he had almost no room left for his furniture, he built a little shed in the back yard, away from the house.

Then, because he was lonesome, he bought a few chickens to take care of and he kept them out in the shed.

One night the old man heard a strange noise out in the shed. He grabbed his gun and ran from the house into the yard. Now it happened to be a very black night and he could not find his way so he roamed about the yard.

Finally, he realized the noises were gone so he went back into the house and went to sleep. The next morning he went out into the shed, and sure enough! Something had run off with one of his chickens.

The little old man was very angry so the next night he put his gun right by the side of his bed and waited. Before long, he heard it again - something was making noises in his shed.

The old man grabbed his gun and dashed out of the house. It was a dark, dark night again and he soon lost his way. He ran around the yard just as he had done the night before. He fell down twice, like this (teacher retraces pattern from door to where she left off), and continued to fall down again, like this.

And again, like this.

Finally, he did find the shed. Inside the shed he lit a lantern - something was gone. Something had carried off another of his chickens.

This made the old man very angry. "I will fix whatever-it-is," he said. "I will fix him good." So, the next morning he awoke early. He went out to his shed and he fastened an electric light on the top of it, like this.

He put the button right next to his bed - very near his gun. When night came, he lay down and went to sleep.

Soon he was awakened by the noise in the shed. But this time he was prepared! He grabbed his gun, snapped on the light, bolted out the door, and headed straight for the light on the shed.

And this is what he found stealing his chickens - this wildcat!

Pantomime - some stories lend themselves easily to pantomime telling. A wise way to start pantomime play is as a total group activity with all children and the caregiver together interpreting an action or feeling. A beginning pantomime activity for the very young is Let's Pretend Play. Children pretend they are:

a ball of clay being flattened out.

a ball rolling on the ground, bouncing up and down.

kites flying in the air.

animals: seagull, snake, horse, kangaroo, etc.

natural phenomena: waves rolling onto shore, gust of wind, snowflake.

Some stories lend themselves easily:

Nursery rhymes like "Little Miss Muffet," "Little Jack Horner," "Jack and Jill."

Fables like "The Boy Who Cried Wolf."

Talking-beast tales like "Three Billy Goats Gruff," "Henny Penny," "Three Little Pigs."

Singing - some stories are just meant to be sung:

There was an Old Woman Who Swallowed a Fly

Frog Went a-Courtin'

Over in the Meadow

STUDENT STUDY GUIDE FOR

LIBRARY CENTER

1. The library center may also be called:

   1.

   2.

   3.

2. In this center the children learn:

   1.

   2.

   3.

   4.

   5.

3. The library center should be located in a _____ _____, _____ corner of the room.

4. Comfortable seating in the library center could include:

   1. 3.

   2. 4.

5. Books need to be displayed attractively on _____ or _____.

6. There are many different kinds of books for young children. Books should be changed _____ in the library center.

7. Some characteristics of good books for young children to read include:

   1. 6.

   2. 7.

   3. 8.

   4. 9.

   5. 10.

8. It is very important that caregivers know how to read a story to children. With good story-telling skills, a caregiver can encourage children to enjoy books and can limit the number of discipline problems that may occur during story time. Some of the techniques that a good story teller needs to learn are:

1.

2.

3.

4.

5.

9. List some rules for children to follow when they are in the library center:

1.

2.

3.

10. There are many ways to present a story to children. Besides reading the story to children, the caregiver can:

1.

2.

3.

4.

5.

6.

11. A homemade flannel board can be made from _____ and _____.

12. Story figures for the flannel board can be made from:

1.

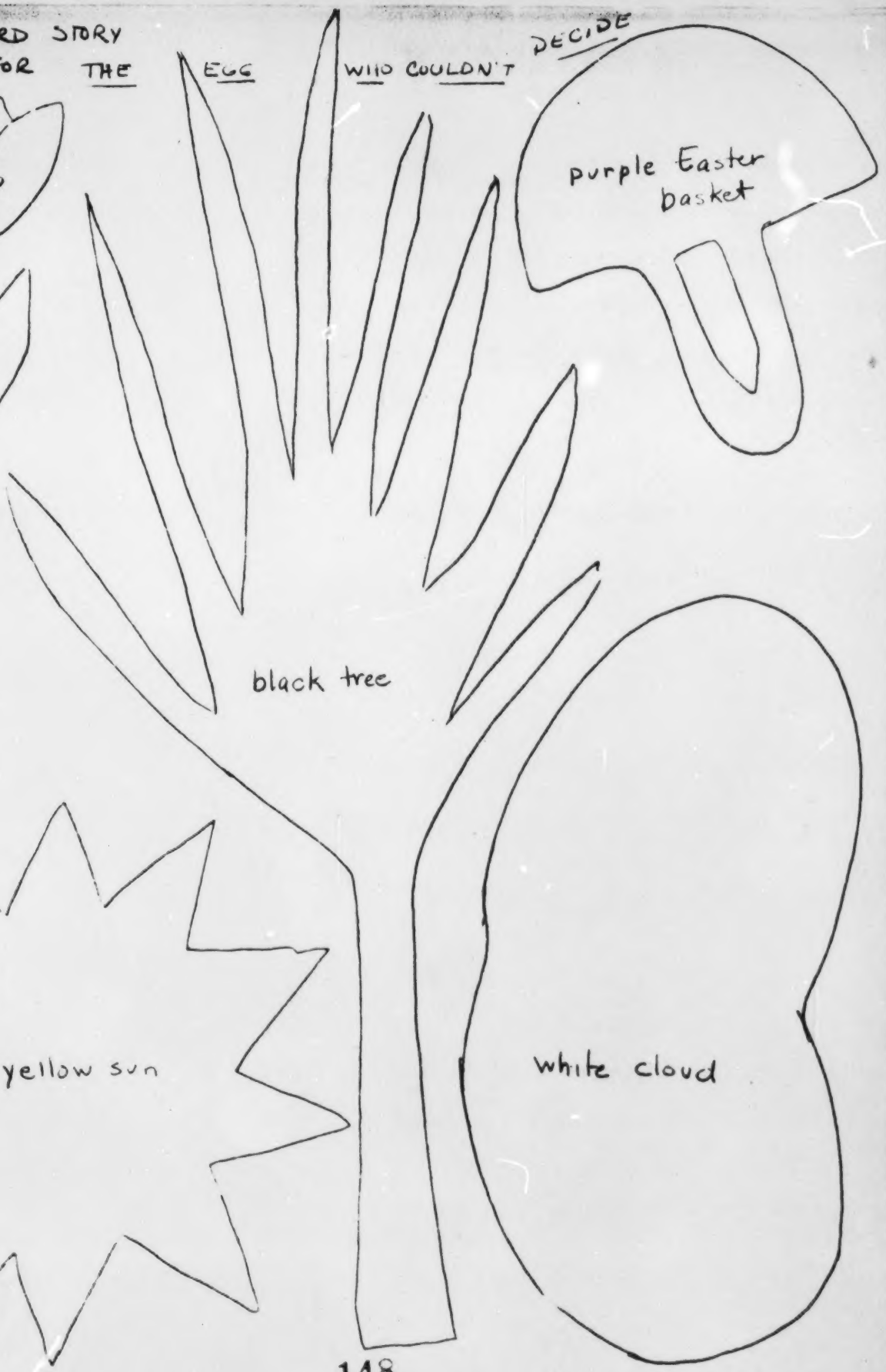
2.

3.

SOME BASIC FIGURES FOR FLANNEL BOARD STORIES

FLANNELBOARD STORY FIGURES FOR THE EGG WHO COULDN'T DECIDE

red tulip

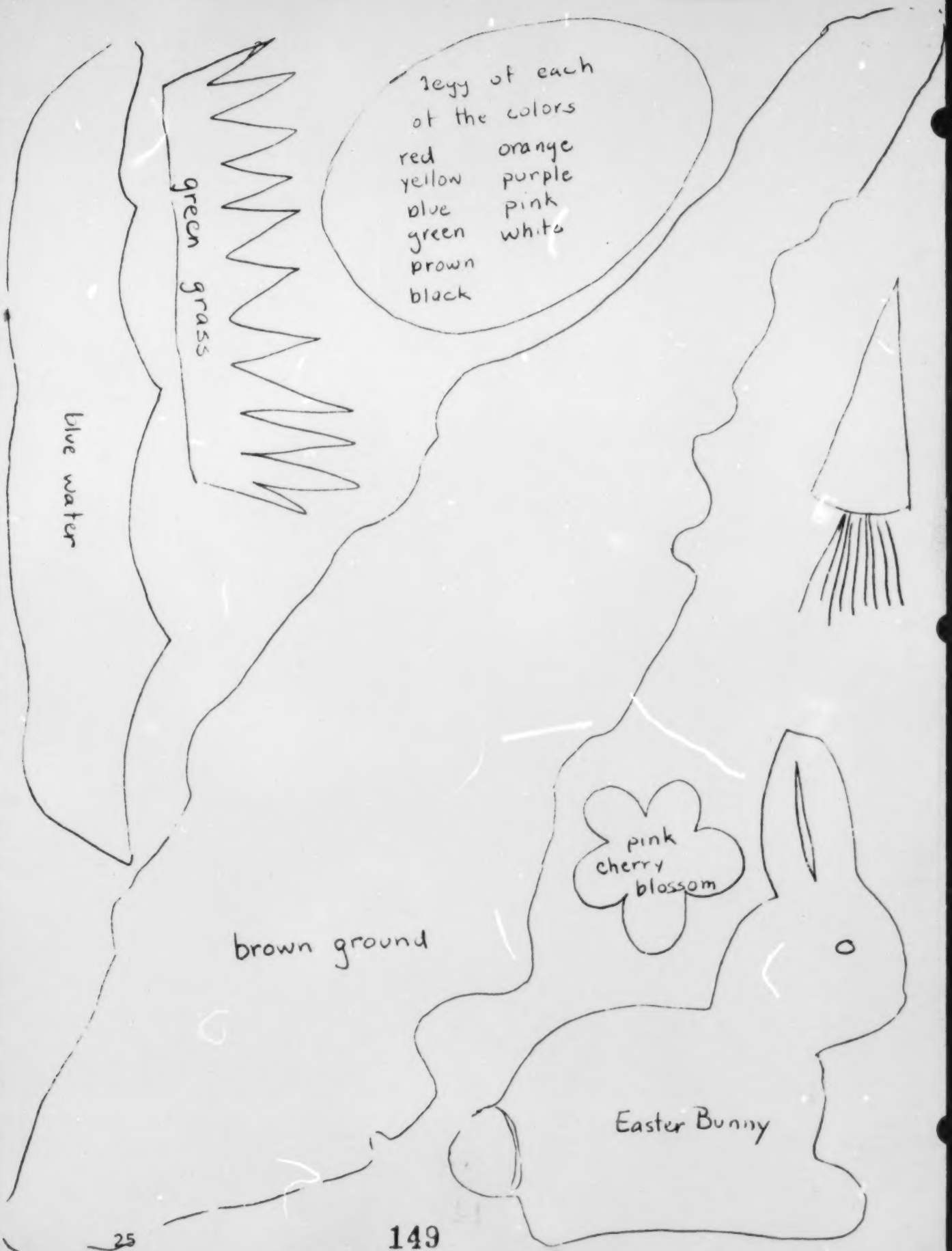


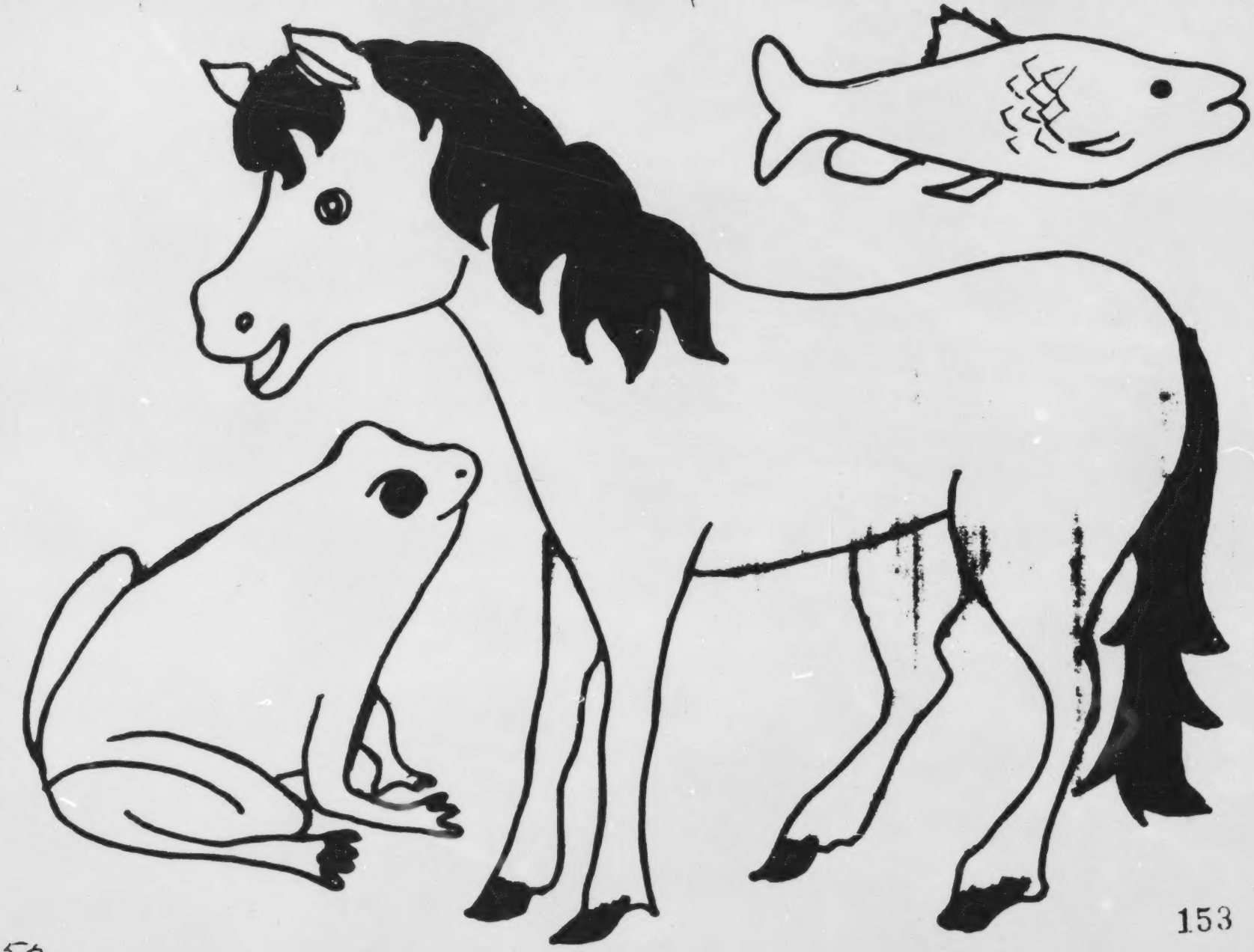
black tree

purple Easter basket

yellow sun

white cloud


1egg of each
of the colors
red
yellow
blue
green
brown
black
orange
purple
pink
white
green grass
blue water
brown ground
pink
cherry
blossom
Easter Bunny



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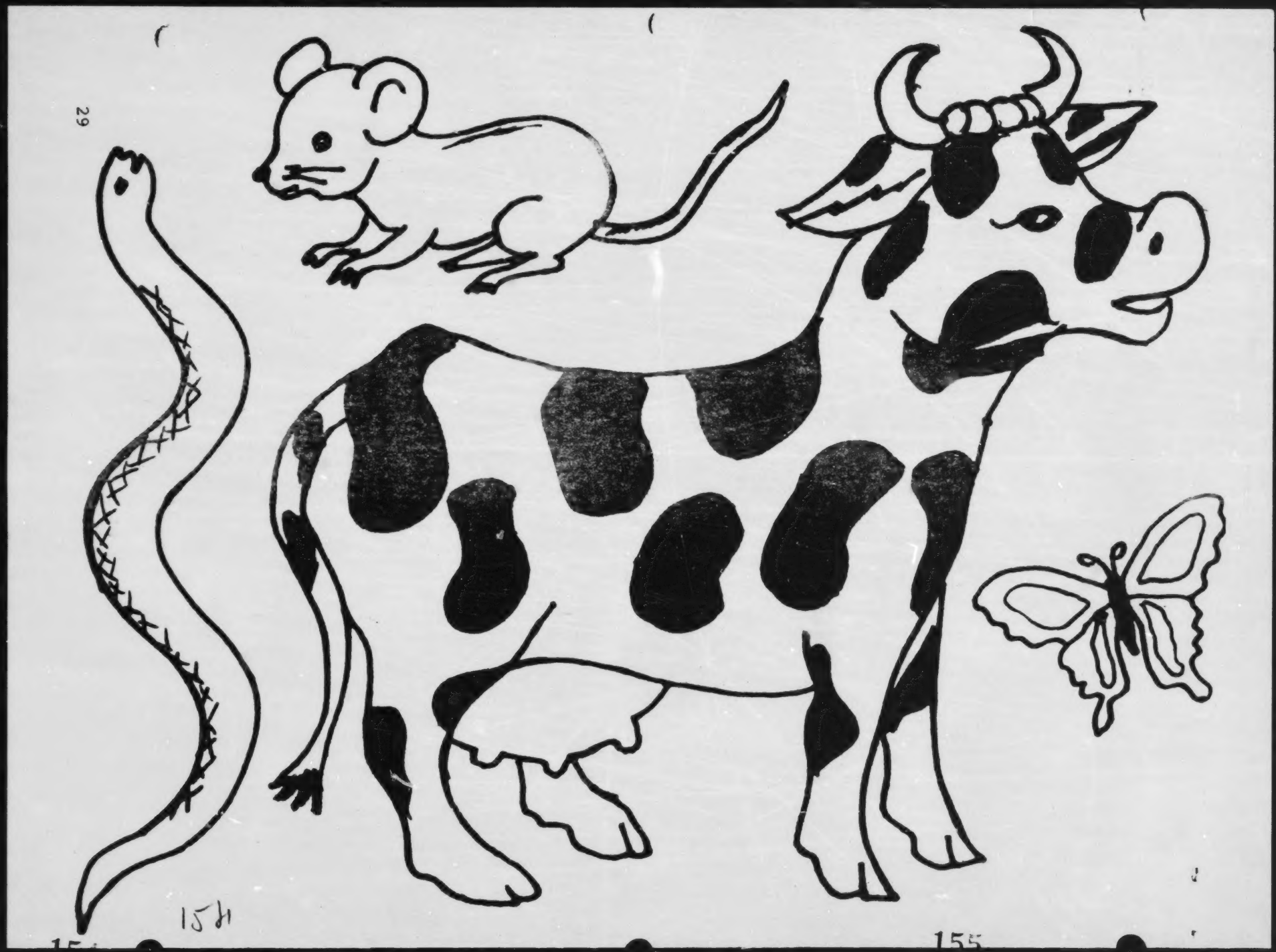
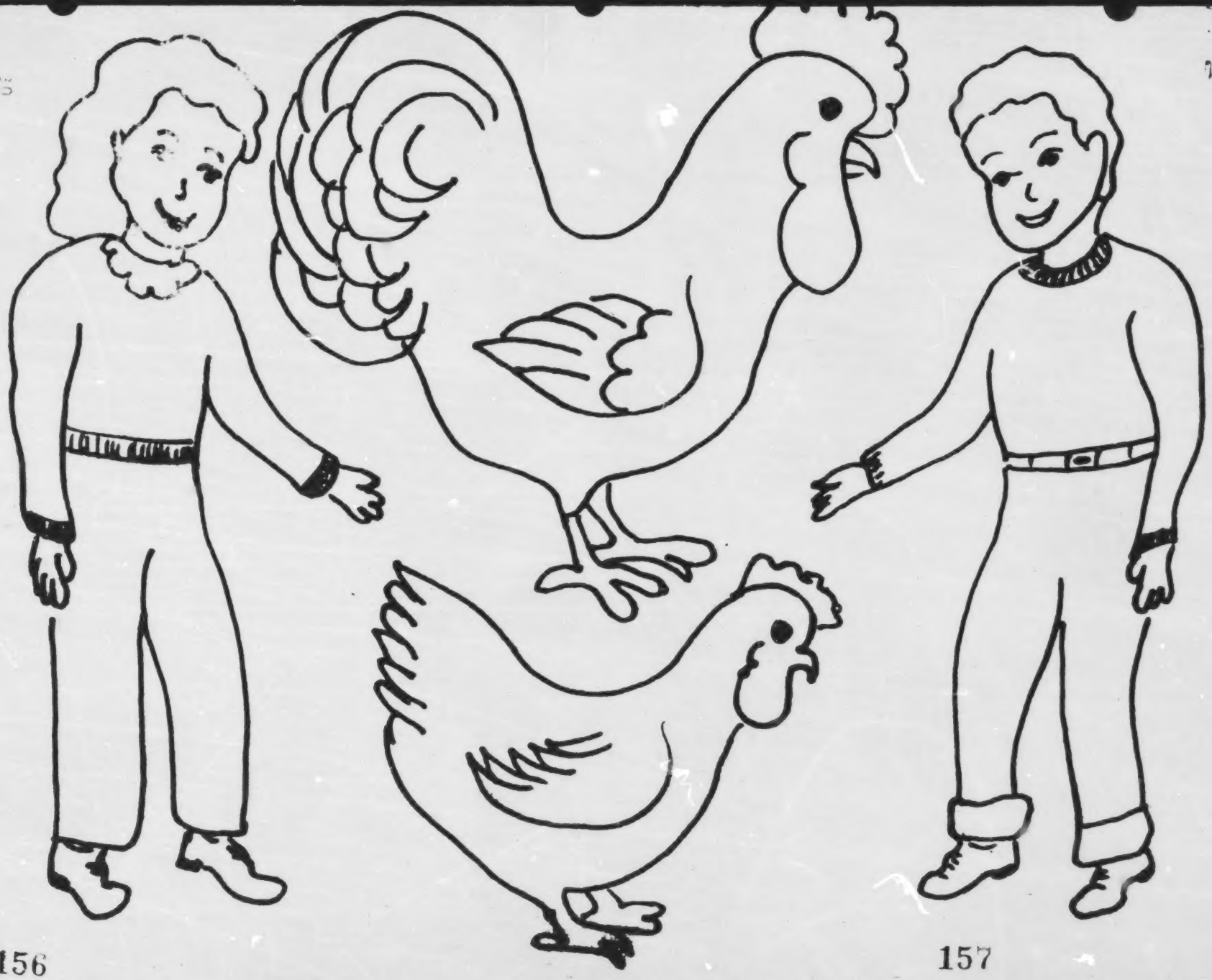




156

157

CHAPTER 15

GAMES

1. Games can be played inside or outside and require varying numbers of children. Some games require no equipment; others require very special equipment.

2. Games are an important part of play and helps children develop:

- Physically
  - -- Develop strength
  - -- Develop endurance
  - -- Develop coordination skills
- Socially
  - -- Games are fun
  - -- Allow children to practice teamwork and group cooperation
  - -- Develop sportsmanship
- Emotionally
  - -- Outlet for feelings, both positive and negative
  - -- Way of satisfying personal goals and ambitions
  - -- Way of gaining recognition and praise
- Mentally
  - -- Requires learning game rules
  - -- Develop reasoning skills (Susie is small, now where would she be hiding?)

3. Some techniques to follow when teaching games include:

- Learn the game thoroughly yourself, before teaching it to others.
- Be sure all necessary equipment is on hand.
- Use active games when children have been quiet for a long time; use quiet games when children need to relax.
- Introduce only one game at a time, insuring children know the rules well.
- Keep explanations simple and clear.
- Explain any special terms.
- If a game is too easy or difficult for a group, change the rules to meet the group's needs.
- Establish rules before the game starts.
- Choosing a child to be "it" can be done in several ways:
  - -- Caregiver chooses a child
  - -- Play Eeny, Meeny, Miney, Moe

--- Players stand in a circle. One player recites the verse (below) and points to each player (including himself/herself) in turn, as each word in the verse is repeated. The player to whom the speaker says the last "Moe" is it.

Eeny, meeny, miney, moe.
Catch a tiger by the toe.
If he hollers, let him go.
Eeny, meeny, miney, MOE!

  - -- Play One Potato, Two Potato

Atch

--- Players stand in a circle, with one person in the center. Everyone makes both hands into fists and holds them out in front, thumb side up. The player in the center turns around in the circle, tapping each of the fists with one of his/her own. (Tapping his/her own in turn.) While tapping the fists, the verse below is recited:

One potato, two potato, three potato, four,
Five potato, six potato, seven potato, more.

The person in the center should touch a different fist each time he/she says a number or the word "more." Every time he/she says "more" the player whose fist has been touched must hide that fist behind his/her back. The last player to have both fists eliminated is "it."

-- Play Straw Draw

--- One player picks a straw for each member of the group, including himself/herself. (One straw must be longer than all the rest.) The player holds them in his/her hand so just one end of each straw is showing. Then each player draws one straw. The person holding the straws keeps the one remaining. Who ever has the longest straw is "it." (Small sticks, blades of grass, slips of paper may be used in place of straws.)

- Choosing sides or teams for games can also be done in several ways.

-- Allowing children to pick teams often results in someone being chosen last or at least reluctantly, thus causing those children to feel unwanted and unloved. Therefore, it is better to suggest one of the following ways to choose the team members and then let the children do the picking.

-- Counting Off, 1, 2, 3

--- Players stand in a line, and take turns counting 1, 2, 3, or whatever number of teams are needed. Then all the children who counted number 1 are on one team, and the children who said 2 are on the next team, and the rest are on the 3rd team.

-- Use a Color or Type of Clothing

--- Caregiver says "everyone wearing blue" is on one team, and "everyone wearing red" is on another team, etc. This method requires the caregiver to choose colors that will evenly divide the group into smaller groups.

---- Other suggestions for groupings:

----- Color of eyes, hair

----- Boys and girls

----- Beginning letters of names

----- Seating arrangements (tables, rows)

- Caregivers should supervise games and provide help when necessary.

- When games are over, encourage the children to put the equipment away in the proper storage area.

- Stop games before children lose interest.

4. Some equipment for the games center includes:

- Assorted balls:

Basketball

-- Tennisballs

-- Beanbags

-- Small beach ball

-- Large soft rubber ball

-- Ball suitable for kicking

-- Homemade soft stuffed balls

- Hula hoops

- Balloons

- Ropes

-- Long ropes for "skipping rope" games

-- Individual ropes for "jump rope" activities

- Masking tape for marking game areas
- Chalk for marking game areas
- Purchased and homemade games

GAMES

Resources

- Air Force Child Care Program Activities, AFP 215-4, 31 May 1978, "Games to Play" pp 95-100.

- Cram, Dorothy E., Games for Special Days, The Instructor Publications, Inc., Dansville, New York, 14437, 1974.

- Dale, Ralph Alan, and Cole, Olivia H.H., Games to Sing and Play, Scholastic Book Services, 904 Sylvan Avenue, Englewood Cliffs, N.J. 07632, 1971, $1.00.

- Mack-Flemming, Bonnie, and Softley-Hamilton, Darlene, Resources for Creative Teaching in Early Childhood Education, Harcourt, Brace, Jovanovich, Inc., New York, 1977, pp 50-60., $14.95.

- Filmstrip #816, "Outdoor Play," from Early Childhood Curriculm Series 2. (20 minute color presentation with filmstrip and cassette)

  -- Available form Campus Film Distributors Corp., P.O. Box 206, Valhalla, N.Y. 10595, 1977, cost for one program, $30.00, cost for the eight programs in Series 2 (#809-#816) $180.00.

RESOURCES

GAMES

1. Pieces for board games can be made easily from a variety of materials.

- Bottle tops from perfumes, cosmetics, detergents.

- Paper and cardboard cutouts.

- "Play dough" shapes.

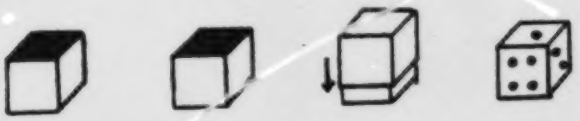
- Soft drink bottle tops decorated with colored paper and the player's initial written on the paper.

2. Dice can be made and used to show the number of moves on a game board, or to determine the order of turns in a game.

- Using the bottoms of milk cartons.

- Cut as shown and then push the two cubes together.

- Cover with white paper and add markings with a felt marker.



3. Various objects for "pitching games" can be created by:

- Stuffing a square of material with beans, rice, peas.

- Stuffing the toe of an old sock with old nylons or other scrap fabric and then stitching shut.

- A ball of yarn with glued down ends and a longer single piece attached.

GAMES FOR YOUNG CHILDREN

1. Bowling

- Where: Outdoors or Indoors

- Number of players 2-5

- Equipment:

  -- 10 empty plastic detergent bottles, all about the same size

  -- 5 cups of sand or fine gravel to weight the bottles

  -- 1 rubber ball -- no smaller than a softball, no bigger than a beach ball

- Directions:

-- Remove the labels, rinse and dry each bottle. Put in 1/2 cup of sand or fine gravel. Screw the bottle caps on tight. Number the bottles -- 1 through 10. Choose a smooth spot for the bowling alley, 16 to 20 feet long and about 3 feet wide. Draw borders with chalk. Boards laid along the edges will help keep the ball in the alley. Draw circles where pins should stand. To play, children roll the ball from behind the line to knock over the pins. When a child has bowled, he/she sets up the bottles for the next player.

2. Cherry Drop

- Where: Outdoors or Indoors

- How many players: 3 to 10

- Equipment: A blindfold

-- One player is chosen to be the cherry tree. She/he is then blindfolded and must stand with her/his arms and fingers outspread. Each of the other players (they are all called "cherries") holds onto one finger of the blindfolded player. The cherry tree then asks, "Are you ready?" When the players answer that they are, the cherry tree counts to ten as quickly as possible and all the players run from the tree. As soon as she/he reaches ten, the cherry tree yells, "Cherry drop!" All the players must stop running and stand still. Remaining blindfolded, the cherry tree tries to find each of the "cherries" that has "dropped from the tree." The last player to be found wins and becomes the next cherry tree.

3. Clap a Song

- Where: Anywhere

- How many players: 2 or more

- Equipment: None

-- One player claps out the rhythm of a familiar song, such as "Three Blind Mice" or "The Farmer in the Dell." The other players try to guess what song she/he is clapping. The first player to guess the song wins. The winner may then "clap a song" for the others.

4. Doggie, Doggie, Where's Your Bone

- Where: Indoors or Outdoors

- Number of players 2 or more

- Equipment: [illegible] to serve as bone

[illegible] sitting in a chair, blindfolded or with eyes closed. A [illegible] under the chair serves as a bone. The other children sit in a semi-circle in front of the chair. Someone sneaks up, steals the bone, goes back to the semi-circle and hides the bone behind his/her back. The other children also put their hands behind their back and chant, "Doggie, Doggie, where's your bone. Somebody stole it from your home." If the doggie guesses correctly who has the bone he/she can be the doggie again. If the guess is wrong, the child who stole the bone becomes the doggie.

5. Follow the Leader: "Follow the leader follow him well, what he'll do next no one can tell."

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- Where: Indoors or Outdoors

- Number of players: 2 or more

- Equipment: none is needed

-- Let the children decide who's first, second, etc. The leader may arrange equipment in the yard in order to do special stunts. The players line up in single file. Everyone has to do what the leader does. Whoever doesn't has to go to the end of the line. After they've been all around the yard, the leader goes to the end of the line, and the next one in line is the new leader. Everyone may sing or chant the rhyme above, while following the leader.

6. Hot and Cold

- Where: Indoors or Outdoors

- How many players: 3 or more

- Equipment: None

-- One player is sent out of the room. The other players then think of an object for her/him to guess. Then they call back the absent player who must move about the room trying to find the object. When she/he is far away from the object the other players say "cold," but as the player gets nearer and nearer to it they say "warm," and "warmer." When she/he is very near, they say "hot." The player has three chances to guess what the object is and may guess at any time, but would be wise to wait until hearing that she/he is "hot," and very close to the object.

This same game can be played by replacing the "hot and cold" signals with clapping. When the player is far from the chosen object, the clapping will be very quiet. It may even stop altogether. But as the player gets "warmer," the clapping becomes louder. When it is very loud, the player knows she/he must be right beside the object.

Everyone takes a turn at guessing until all have had a chance to play.

7. Hot Potato

- Where: Indoors or Outdoors

- Number of Players: 3 or more

- Equipment: Ball or other suitable object

-- The players stand in a circle and pass around a ball or some other suitable object. One player stands outside and faces away from the circle. Suddenly she/he cries "Stop!," and whoever has the ball may not pass it. The idea, of course, is not to be caught with the hot potato when the passing stops. Each time the passing stops, whoever is caught is out and must step out of the circle. Last one in becomes the caller for the next game.

8. Jump and Look

- Where: Indoors or Outdoors

- Number of players: 3 or more

- Equipment: A bright colored 2 inch disc

-- The players stand in a circle with one player who is "it" in the center. The disc is hidden under the foot of someone in the circle. When "it" shouts "Jump," all the players jump up and down once--while "it" tries to spot the cardboard disc. If she/he succeeds, the one under whose foot the disc is hidden, becomes "it" and the game continues. Otherwise, "it" must try again.

The players must give "it" a fair chance to spot the disc by jumping as high as they can.

9. Musical Tires

- Where: Outdoors

- Number of players: 3 or more

- Equipment: Car or bicycle tires (1 fewer than the number of children playing)

-- The children go around a circle of tires. When the music stops, everyone tries to sit

on a tire. (The music could be a record or clapping or whatever.) Whoever is left standing leaves the game and takes away one tire. The game goes on until only one player is left.

10. Snowball Battle

- Where: Indoors or Outdoors

- Number of players: 2 or more

- Equipment: Old newspapers and cardboard boxes

-- Let the children crumple newspaper into snowballs and arrange forts of cardboards boxes for a good battle. No one gets hurt and lots of "fight" gets played out.

11. Pitch to the Clown

- Where: Indoors

- Number of players: 2 or more

- Equipment: Large cardboard box with openings for the target. Markers or crayons to color and write numbers on the targets (see drawings). Pitching bags or stuffed balls to throw.

-- The players throw from behind a base line. The score can be kept in several ways. Whoever has the most points after one turn can be the winner or the first person to reach 100. Teams or individuals can play.

12. Pitch to the Tires

- Where: Outdoors

- Number of payers: 2 or more

- Equipment: Old car tires and a bean bag or small ball.

-- Players take turns trying to throw a beanbag or ball into the tires. Score may be kept if numbers are assigned to the tires.

13. Poor Kitty

- Where: Indoors or Outdoors

- How many players: 3 or more

- Equipment: None

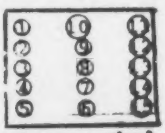
-- One player is chosen to be Kitty. The other players then sit in a circle with Kitty in the center. Kitty crawls around the circle. Every time Kitty stops in front of someone, that player must stroke Kitty's hair, look him or her in the face, and say, "Poor Kitty!" three times without smiling. Kitty, acting like a kitten, tries to make the player laugh or smile. If Kitty fails to do so, he or she moves on to the next player. The first person to laugh becomes the next kitty. Tickling is not allowed!

14. Red-Black Counting Game

- Where: Indoors

- Number of Players: 2

Equipment: Two cardboard trays (bottoms of packing boxes, cut off by grocers to display cans) numbered in the following way:



One die, made from bottoms of two milk cartons pushed together then covered with white paper and correct die markings added with a felt marker.

Two game pieces.

To make a game board on one cardboard tray, outline the circles left by cans with a red felt marker or crayon. Number these circles as shown above. On the other cardboard tray, draw the circles with a black felt marker or crayon and number this tray like the first one. The game boards must have the same number of circles.

One player used the red board, the other the black board. Players take turns rolling the die and moving the respective number of spaces wins the game.

15. Redlight, Greenlight

- Where: Outdoors

- How many players: 3 or more

-- One player is chosen to be "it." The other players stand in line about 20 or 30 feet away from him. The player who is "it" turns her/his back to the others and says, "Greenlight, one, two, three, four, five, six, seven, eight, nine, ten, redlight!" As soon as she/he says "greenlight," the other players begin running toward her/him. But when she/he says "redlight," she/he will turn around and the other players must stop. Anyone she/he sees moving after she/he says "redlight" must go back to the starting line.

This is a game where players are sometimes allowed to "cheat." The leader often turns her/his back and waits a moment before saying "greenlight." The other players may then try to move ahead without waiting for her/him to begin. But the "it" player may suddenly turn around without counting to ten and saying "redlight." Anyone she/he sees moving must return to the starting line. The first player to tap "it" on the shoulder wins and becomes the next "it."

16. School

- Where: Stairs (indoors or outdoors)

- How many players: 3 or more

- Equipment: Pebble, button, or other small object

-- One player is chosen to be the teacher. She/he stands facing the rest of the group, or "class," which sits on the bottom step of the staircase. This step is "first grade."

Holding her/his hands behind her/his back, the teacher hides the pebble in one hand and then makes a fist of both hands and holds them out toward the group. One player is asked to guess which hand has the pebble. If guessed correctly the player may move to "second grade," the second step. This procedure is repeated in turn with each member of the "class." When she/he misses she/he must move down one step (back a grade) or, if only on the first step, must stay where she/he is. The first player to reach the top step wins ("graduates") and becomes the next teacher.

17. Games for Young Children

- Where: Anywhere

- Number of Players: 2

- Equipment: None

-- This is a very ancient game which appears in the folklore of many Eastern countries. You can use it for choosing, or play it as a game itself.

Your hand is the only equipment you need. When it is closed into a fist, it is Stone. With two fingers extended, it is Scissors. When it is open, it is Paper.

You both start with one hand above your head, and together you count, "one, two, three!" At the word "three," you each bring down your hand in one of the three positions. If you have both chosen the same position, it doesn't count, but if you have two different positions, you win according to the ritual:

Stone Breaks Scissors (Therefore Stone wins.)
Scissors Cuts Paper (Therefore Scissors wins.)
Paper Wraps Stone (Therefore Paper wins.)

For choosing, the one who wins two times out of three is the winner. Or else you can decide to play for a score of 25 or 50 or 100 points.

18. Statues

- Where: Outdoors

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- How many players: 3 or more

- Equipment: None

-- One of the players is chosen to be statue maker. She/he takes each player by the hands, spins her/him around, and lets go. The player must "freeze" into a statue in whatever position she/he lands. When all the players have been turned into statues, the statue maker tries to make them laugh or move. The first person to move (either from laughter or fatigue) becomes the next statue maker.
NO TICKLING ALLOWED!

19. Simon Says

- Where: Anywhere

- How many players: 3 or more (the more the better)

- Equipment: None

-- All players sit or stand facing a leader. The leader, called "Simon," then calls out simple commands, such as to touch toes, clap hands, sit down, or stand up. Each time she/he gives a command to the group, she/he does the same thing herself/himself. Most of the time the command will begin with the words "Simon says...," and the group should then follow the leader's instructions. But when the leader does not begin with "Simon says," the group should not follow the new command. They should continue doing the previous one. The players should follow the leader only when the command begins with "Simon says." Anyone who follows a command that does not begin with these words is out. The last person to be eliminated wins and becomes the new Simon.

For the leader, the trick is to get the group moving rapidly to "Simon says" commands and then switch suddenly to a simple "Do this," or "Sit down." A typical sequence might be as follows:

"Simon says, 'Stand up.'" (leader and group both stand.)
"Simon says, 'Nod your head.'" (leader and group both nod.)
"Simon says, 'Touch your toes.'" (leader and group both touch toes.)
"Simon says, 'Touch your shoulders.'" (leader and group both touch shoulders.)
"Touch your toes." (leader touches toes, but group should continue touching shoulders.)

20. Tag Games

- Where: Outdoors

- How many players: 3 or more

- Equipment: None

-- In most tag games, it is helpful to pick one spot that is called "home." No player may be tagged while touching home. Sometimes the players will also want to agree on boundaries (especially in Hot Spot Tag).

- Touch Tag

-- The player who is "it" tries to tag the other players, who run away from her/him. When "it" finally succeeds in touching someone, that person becomes "it."

- Shadow Tag

-- Instead of tagging the players, "it" tries to jump on somebody's shadow. If she/he succeeds, the player whose shadow is jumped on becomes "it." (Choose an area [illegible] lots of sun and few trees.)

- Hot Spot Tag

-- In this game, when a player is tagged and becomes "it," she/he must put one hand on the spot that was touched. Then she/he must try to catch one of the others while holding onto her/his "tag spot." The previous "it" is free to run with the others.

Before beginning this game, the players should agree on boundaries. This makes the game fairer, since "it" cannot run as feely as the others. If the play area is limited, "it" has a better chance of tagging another player. Any player who runs out of bounds is automatically "it."

- Stoop Tag

-- This game is played like touch tag, but instead of having a home base the players are safe whenever they are stooping.

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STUDENT STUDY GUIDE FOR

GAMES

1. Games may be played _____ or _____.

2. Games may need a _____ or _____ players.

3. Games are an important part of a child's play because they help a child develop in four major areas. Name each of these four major areas and list a specific skill in each that is developed as a child plays a game.

   1.
   Skill

   2.
   Skill

   3.
   Skill

   4.
   Skill

4. List four techniques to use when teaching children a new game.

   1.

   2.

   3.

   4.

5. Name one way to choose an "it" for a game.

6. Name one way to choose teams for a game without causing any child to feel sad, left out, or unwanted.

7. List five games for young children. Then choose one of those games and list; 1) Where it can be played 2) How many players are required 3) What kind of equipment is needed 4) Directions of how to play the game. 5) Games for young children:

   1. 4.

   2. 5.

   3.

   Chosen Game:

   Where: Equipment:

   How many players: Directions:

CHAPTER 16

OUTDOOR CENTER
(PLAYGROUND)

1. This center is usually called the playground.

2. In this center the children can:

- Participate in activities which provide opportunities for: developing large and small muscles: running, jumping, climbing, swinging, crawling, walking and using riding toys.

- Participate in activities which develop social skills and cooperation.

- Learn how to use the pieces of portable and stationary equipment.

- Learn rules of safety

- Use their imaginations and creativity to role play fantasies.

- Observe various parts of nature and science.

3. Some suggestions to follow when setting up and using the outdoor center are:

- Provide 50-100 square feet of play area for each child.

- Divide the playground into different centers.

  -- Stationary equipment: swings, slides, jungle gym

  -- Portable equipment: balls, ropes, tires, cardboard boxes, riding toys, objects for dramatic play.

  -- Sandbox

  -- Water play

  -- Garden

  -- Riding toy

  -- Games

  -- Quiet area with table and benches, or a semi-enclosed area for special talks with special friends.

- Provide constant supervision for the children when using this center.

  -- Help children find solutions to building problems.

  -- Help children find safe ways to climb, swing, dig.

  -- Provide encouragement and reinforcement to young children who are learning various motor skills for the first time.

- When setting up moveable equipment, consider the following:

  -- Traffic patterns for "riding toys."

  -- The need for some child to play quietly.

  -- Present interests of the group.

  -- Recent trips or experiences that may spark new ideas for creative play.

  -- Developmental needs of children i.e., to practice climbing, swinging, crawling, pushing and pulling, jumping, walking, and balancing.

- Most of the equipment should not be limited to singular use, choose equipment that can be used in various ways.

- Decide on the safety rules for the playground before the children play there. Some rules might be:

  -- Sit in the swings

-- Play away from the swing and slide areas unless children are using these things.

-- Keep riding toys in the wheeled-toy area.

-- Keep balls and other toys in the large game area, away from swings and slides.

-- Sand must stay in the sandbox.

-- Water must stay in the water play area.

-- Return balls, ropes and sand toys etc to the proper storage place when children are finished playing with them.

- Large plastic clothes baskets make good containers to hold outdoor play equipment and can be easily moved outside when needed.

4. Some equipment and supplies for the outdoor play area will include:

- Stationary equipment:

-- Swings
-- Slides
-- Treehouse
-- Climbing frame
-- Sandbox
-- Old car
-- Trees
-- Tires partially buried in the ground

- Portable or moveable equipment:

-- Balls
-- Wooden boxes
-- Logs or telephone poles
-- Tires
-- Cardboard boxes
-- Rubber hoses
-- Ropes
-- Wooden cable spools
-- Riding toys
-- Props used for dramatic play

- A list of ways to improvise some of the playground equipment is located in the Outdoor Center Resources section.

OUTDOOR CENTER

Resources

- Air Force Child Care Program Activities, AFP 215-4, 31 May 1978, "Games to Play" pp 95-100

- Creating Environments for Preschoolers, Child Environment Series, Military Child Care Project, Ft. Lewis, Washington, July 1979, pp 23, 25, 27, 28, 29

- CDA Development Associate Instructional Materials, Book 1, Competency A: Setting Up and Maintaining a Safe and Healthy Learning Environment, Module 1: "Organizing Space and Equipment for Outdoor Activities" pp 7-18, and Module 2: "Helping Children Learn to Play Together Outdoors" pp 19-29, Texas Department of Community Affairs, Early Childhood Development Division, P.O. Box 13166, Capitol Station, Austin, Texas 78711, June 1977, $2.00

- Mack-Flemming, Bonnie, and Softley-Hamilton, Darlene, Resources for Creative Teaching in Early Childhood Education, Harcourt, Brace Jovanovich, Inc., New York 1979, pp 61-69, $14.95

- Filmstrip #816, "Outdoor Play," part of Early Childhood Curriculm, Series 2. (20 minute color presentation with filmstrip and cassette)

  -- Available from Campus Film Distributors Corp., P.O. Box 206, Valhalla, N.Y. 10595, 1977, cost for one program, $30.00; cost for the eight programs in Series 2 (#809-816) 180.00

RESOURCES

IMPROVISED EQUIPMENT FOR OUTDOOR PLAY

1. Slides and See-Saws -- They can be made out of saw horses and boards.

2. Spools -- Obtain large spools from the telephone company or CE they are used to roll wire on). Paint the spools and use as tables and chairs. Children like to roll, climb and jump off these things and use them with ladders and boards.

3. Packing Cases -- Wooden cases that refrigerators come in are best. They can be sanded, painted, and weatherproofed and used with ladders, boards, saw horses, etc.

4. Small and Large Wooden Boxes -- Paint the boxes different colors. Stack or use side by side. Combine with boards and ladders. Children like to push them, climb inside, and sit on top.

5. Large and Small cardboard drums -- Cafeterias receive flour, milk, detergent, etc. in these. Cut one or both ends out, use to roll in or as a tunnel.

6. Steering Wheel Box -- Mount a steering wheel and/or horn into a wooden block or box. A tricycle wheel could also be used.

7. Pieces of cardboard -- Uses for these are unlimited! Flat squares can be used to slide down hills. Rope can be attached to corners and children can pull each other around on grass. Children also like to color or paint on cardboard.

8. Cardboard easel -- Attach a large square of cardboard to a tree or a fence with string, rope or cord. Use clothespins to hold the paper on the cardboard. The child can then put paint in a small can and use this to paint with.

9. Wooden Barrels and Kegs -- Sand, paint each a different color. They can be rolled, climbed inside or through, or used as chairs.

10. Oil Drums -- Cut out both ends of the oil drums, thoroughly wash and mount on wooden or metal stands.

11. Concrete Sewer Pipe -- Set the pipe into concrete or set it in a slight excavation scooped out in the ground. Another variation is to build steps out of concrete blocks on each side of the pipe so the children can climb up the sides easily.

12. Tire Swing -- Hang an old automobile tire by a rope 1/2 to 1 inch in diameter, from a tree or from cross bars. Protect the tree limb with tire casing, canvas or burlap. The tire can be painted a bright color. Punch holes in the bottom to keep water from accumulating.

13. Sack Swing -- Fill a burlap sack with sawdust. Tie the top of the sack with rope and hang from a tree limb or bars.

14. Knotted Rope -- Hang from a tree limb or bars a heavy knotted rope 1 1/4 to 2 inches in diameter. The knots should be 12 to 18 inches apart.

15. Spring Rope -- From a tree branch, 8 to 10 feet from the ground, drop a rope (1 1/2 inches thick) with a heavy coil spring at the top. Tie a knot at the bottom. The bottom should be 14 inches from the ground.

16. Rings -- Make a pair of rings out of pieces of rubber hose, tricycle or bicycle tires. Tie to a tree limb (or bar) with a rope.

17. Jumping Tube -- Cover the entire center of an enormous inner tube (three feet in diameter and 1 foot high when inflated) with 1 1/2 yards of canvas or old tarp for safe bouncing and [illegible]. Harness the canvas over the tube.

18. [illegible] -- [illegible] an old [illegible] bed springs, cover with dark colored canvas, pad a little [illegible] quilts and put in the play yard or in the room on a rainy day.

19. Mattress -- Cover an old mattress with plastic or a washable slip cover. Attach straps so it can be hung when not in use for tumbling.

20. Rocks -- Place big rocks around in a circle or unusual formation. Paint them bright colors. Children can jump, sit, or walk from one to another.

21. Log sections -- Obtain or cut sections different heights. Set in cement on the gound or leave each one movable. Smaller log sections can be used for building.

22. Sheet Target -- Dye a sheet, cut large and small holes in the sheet, suspend from a tree limb and throw bean bags or balls at the target.

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23. Box Target -- From a tree limb or bar, suspend a box (cardboard or wooden) five feet above the ground. Remove the bottom of the box and on four faces of the box cut out round holes and throw bean bags or balls through holes.

24. Punching Bag -- Hang a stuffed pillow or pair of blue jeans by a rope to a tree limb at a child's level.

25. Sacks -- Use clean burlap sacks and dye them different colors. Fill them with sawdust or excelsior and place them around the playground. Also use canvas sacks 18 inches long by 6 inches in diameter and fill with sand.

26. Kicking cans -- Use tin cans with tight fitting lids, painted all different colors. Fill each with different amounts of sand to make the kicking feel different.

27. Telephones -- Make telephones or walkie-talkie sets by tying two cans together with string or rope.

28. Tents -- To make tents, use a pole with canvas, sheets, an old bedspread, blankets, or old drapes. An indoor tent could be made by simply covering a table with a bedspread.

29. Tire Pump -- An old tire pump or short lengths of garden hose attached to a block of wood can be used as a gas station or fire engine, etc.

30. Tire tubes -- All sizes of inner-tubes and automobile tires can be placed around the play yard.

31. Old Motors -- Outside is a good place to allow a child to examine and make apart automobile, radio, TV, and boat motors.

32. Car Body -- An old automobile or jeep body added to the play yard offers unlimited possibilities. Be sure glass windows are taken out. A regular sized row boat is fun, too.

33. Workbench -- A large packing case (refrigerator) or crate can be used as a workbench for woodworking outside. Boards placed across saw horses can make an effective workbench.

34. Horse -- Add a pillow and a piece of tire tubing to a sawhorse.

35. Cardboard Boxes -- There are never enough of these. Use large and small ones. Some could be painted bright colors. Windows and doors could be cut in the larger ones.

36. Wagon Barrel -- Cut or saw a barrel in half, mount on casters or old skate wheels and attach a rope to the side for pulling.

37. Sand Box Toys -- Egg cartons, cottage cheese cartons, milk cartons, sifters, sieves, painted cans of all sizes, wooden spoons, measuring spoons, plastic bottles, muffin tins, jello molds, cookie cutters, pans, sugarscoops, coffee pots, ladles, cups, watering cans, and wheel toys.

38. Water Play Toys -- Use the following equipment in large tubs or buckets: hoses, pails, corks, shallow pans, kitchen utensils, plastic bottles, short lengths of rubber hose, measuring cups, egg beaters, tea kettle, soap, sprinkler top and dolls.

39. Poles -- Saw two foot-long logs from telephone poles. The children can roll over them, stand erect on them, balance on them, jump off of them, balance on them, etc.

40. Stilts -- Paint two tall cans (coffee or Hi-C) a bright color. Punch two holes on opposite sides of the cans, being careful not to dent, insert rope and knot on the inside. Glue cover on. Young children enjoy balancing themselves on these simple stilts.

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STUDENT STUDY GUIDE FOR

OUTDOOR CENTER

1. The outdoor center is the _____.

2. Children learn many things in the outdoor center; list four of them.

   1.

   2.

   3.

   4.

3. The outdoor center should have _____to_____square feet per child.

4. The outdoor center can be divided into centers; list six of them.

   1. 4.

   2. 5.

   3. 6.

5. When the caregiver provides constant supervision of the children using the outdoor center, she/he can decide when children:

   1.

   2.

   3.

6. Moveable equipment is very important in the outdoor center, but some things need to be considered when choosing these items. These considerations are:

   1.

   2.

   3.

7. List four rules of safety for the outdoor center.

   1.

   2.

   3.

   4.

8. List some examples of stationary equipment.

   1. 3.

   2. 4.

9. List some examples of portable equipment which might be used in several ways.

   1. 3.

   2. 4.

10. Suggest one piece of equipment which can be made from improvised materials and used in the outdoor center for young children. Name the item, explain HOW to make it, and explain WHY it is important to have in the outdoor center.

    NAME OF ITEM

    HOW IT IS MADE

    WHY IT IS USED IN THE OUTDOOR CENTER

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Chapter 17

SCIENCE CENTER

1. This center is also called the

- Discovery Center

2. Young children need to have experiences with real objects in order to help them learn new facts and concepts. Therefore, a science center is very important. In this center, children can:

- Discover scientific facts and information about their world.

- Become familiar with scientific terms and the basic laws of nature. (water cannot run uphill)

- Develop skills used to solve problems in a scientific way (observe objects, identify problems, predict results, test methods of problem solving and generalize results).

- Develop thinking skills.

- Learn to use special instruments (scales, thermometer, magnifying glass).

- Learn to ask questions about their world.

3. Some suggestions to follow when setting up and using the science center.

- Give children plenty of opportunities to explore and experiment.

- Provide enticing materials which will encourage children to experiment and explore.

- Plan science experiences around familiar topics.

- Build on concepts which are already understood by the children.

- Check to make sure the information you give is accurate. (It is better to say "I don't know, but I'll help you find out" than to give incorrect information).

- Do not give children answers to their questions to quickly. Instead, ask questions which will help them think and discover the answer for themselves.

-- There are four kinds of questions the caregiver can ask:

--- Hypothesize - "What do you think will happen when we drop the cork into the water. When we drop the piece of clay into the water, what happens?"

--- Identify the result - "What happened?" (Help the children put the result into words - The cork floated. The clay sinks.)

--- Predict - "What will happen if we do it again?"

--- Explore other possibilities - "What other things will sink?" "What other things will float?"

- Provide activities which are relevant, factual and easy for children to understand. (Dropping objects into the water and watching them sink or float.)

- Give short, simple explanations (The cork is lighter than the water so it floats. The clay is heavier so it sinks.)

- Allow time for the children to repeat the experience as often as they would like. Children learn by repeating things over and over again.

- Take time to answer the who, how, why, what, and where questions children ask. Take advantage of the "teachable moment". Children learn best when the information provided answers their own questions.

4. Some equipment and supplies which may be included in the science center are:

- Equipment

-- Low shelves for displaying scientific objects.

-- Well illustrated books about topics being discussed in the center.

- Supplies

-- Assorted materials for growing things: containers, dirt, small pebbles, watering can, seeds, fertilizer.

-- Assorted materials for balancing: scales with pans, kitchen scale with spring, different things to weigh.

-- Magnifying glass (hand and large one on a stand)

-- Prisms

-- Assortment of nuts, bolts, pulleys, levers

-- Assortment of measuring devices: tape measure, yardstick, ruler, meter stick, dry and wet liquid measuring devices

-- Assortment of rocks, stones, leaves, tree bark, nuts

-- Assortment of seashells

-- Assortment of insects and spiders

-- Assortment of flowers and plants

-- Various pets in cages: mice, gerbils, birds, turtles, fish

-- Magnets: bar and horseshoe

SCIENCE CENTER

Resources

- Air Force Child Care Program Activities, AFP 215-4, 31 May 1978, "Science" p. 76, "Science Themes" pp. 77-78, and "Pets" p 79.

- Creating Environments for Preschoolers, Child Environment Series, Military Child Care Project, Fort Lewis, Washington, July 1979, p. 38, p. 50, p. 84, p. 87

- CDA Child Development Associate Instructional Materials, Book 2, Competency B: Advancing Physical and Intellectual Competence in Young Children, Module 5, "Helping Children Understand Their Environment" pp. 69-81. Texas Department of Community Affairs. Early Childhood Development Division, P.O. Box 13166, Capitol Station, Austin, Texas 78711, June 1977, $2.00.

- Croft, Doreen J., and Hess, Robert D., An Activities Handbook for Teachers of Young Children, 2nd edition, Boston, Houghton-Mifflin Company, 1975, pp. 67-89, $6.50.

- Mack-Flemming, Bonnie, and Softley-Hamilton, Darlene, Resources for Creative Teaching in Early Childhood Education, Harcourt, Brace Jovanovich, Inc., New York, 1979, pp. 12-16, $14.95

- Watrin, Rita, and Furfey, Paul Hanly, Learning Activities for the Young Preschool Child, D. Van Nostrand Company, 135 West 50th Street, New York 10020, 1978, pp. 403-438, $9.95.

- Filmstrip #814, "Water," part of Early Childhood Curriculum Series 2. (20 minute color presentation with filmstrip and cassette.) (Available from HQ USAFE/DPSR)

  -- Series available from Campus Film Distributors Corp., P.O. Box 206, Valhalla, New York, 10595, 1977. Cost for one program, $30.00; cost for eight programs in Series 2 (#809-816), $180.00.

SCIENCE CENTER

Resources

The following is a partial list of some science topic resources for young children.

OWN BODIES

- How children grow and change from babyhood to present age

FOOD

- Harvesting, preparing, and cooking processes

WATER

- Properties of water and its importance to man

CLOTHING

- Various fabrics; uses for seasonal clothes

SHELTER

- How homes are built; materials used will depend on the location and needs of the people living in the house.

WEATHER

- Weather changes from day to day and season to season.

WIND

- Various ways wind can help or hurt man.

SOUND

- Learning to identify various objects by their sounds.

LIGHT

- Differences between day and night; alternate sources of light.

[illegible]

- Growth cycle of seeds and plants

ANIMALS

- Different animals and their ways of living

INSECTS

- Various kinds of insects and their place in the life cycle

TOOLS

- Simple and complex machines that help man.

FISHES

- Different kinds of fish and how they live.

STUDENT STUDY GUIDE FOR

SCIENCE CENTER

1. The science center is also called the _____.

2. Young children need to have many experiences with concrete/real objects in order for them to learn new ideas and concepts. The science center provides children with many learning experiences. List three things that children learn in the science center.

   1.

   2.

   3.

3. When setting up a science center provide the children with

   _____ materials and _____

   opportunities to _____ and _____

   with the materials.

4. Use _____ topics around which to build science units for children.

5. List the four basic questions and an example of each that can be used with young children to help them learn about science center topics.

   1.

   2.

   3.

   4.

6. What is a "teachable moment"?

7. List some equipment and supplies that could be used in a science center for young children.

   1. 6.

   2. 7.

   3. 8.

   4. 9.

   5 10.

8. List some general categories of science themes or topics that could be used with young children.

1. 4. 7.

2. 5. 8.

3. 6. 9.

Chapter 18

WATER PLAY CENTER

1. The water play center can be set up in the classroom or outside on the playground.

2. The waterplay center is a place where children can:

- Gain knowledge of a basic element by observing, hypothesizing, and testing without fear of failure.

- Encounter some scientific principles such as: sink, float and absorption.

- Develop language to express these new concepts.

- Develop eye-hand coordination by pouring, dipping and measuring.

- Develop social akills as they play alone or with others.

- Meet individual needs for relaxation and release of tensions.

3. Some suggestions to follow when setting up and using this center are:

- Inside

  -- Choose a location close to the water source

  -- Cover the floor with a plastic sheet if floor is covered with carpet.

  -- Place large bath towels under the container if it is sitting on a table.

  -- Fill the container about ¼ full with water.

  -- Use plastic aprons, or large trash bags as aprons for the children to wear.

  -- Limit the number of children that play at one time in this center.

  -- Plastic dish pans, a sink, a water table or large dripping pans can be used for water play.

  -- Choose "water play" toys carefully. Never use glass containers. Plastic and metal containers must continually be checked for cracks, jagged edges and rust.

  -- Limit the number of toys and containers. Occasionally add new objects to maintain interest in this center.

  -- Establish play rules for this center, ie-

--- Do not throw water

--- Do not drink water

--- Do not carry water to other centers

--- Clean spills up immediately. Water is slippery and someone could fall and get hurt!

-- Provide sponges and dry towels for cleaning up. Encourage children to clean their own areas or mess.

-- Change the water in the water play table or container every day.

- Outside

-- Be sure the weather is warm enough so children will not catch cold playing in the water.

-- Add interest to water play by using a water hose.

-- Teach children the routine for drying off and changing into dry clothes before they begin play.

-- Supervise the water play area at all times.

-- Read all the points under inside water play and use those that apply to outside water play activities.

- Some suggestions for "water play" kits and topics are:

-- Sink and float

-- Absorption

-- Measuring, pouring, dipping

-- Washing dishes, toys

-- Bathing dolls, themselves

-- Solutions (what happens when salt, sugar, mud, dirt, sand, etc are added to water)

-- Water painting (on a sunny day, give children a can of water and a large brush and allow them to paint pictures on sidewalk).

-- Bubbles (Mix 1 quart water and 1/3 cup liquid detergent. Give children straws, pipe cleaners (bent into a shape), spools or tin cans with the top and bottom removed. Dip these objects into the water-soap mixture and then blow through them.)

4. Some equipment and supplies that can be used in the water play center are:

- Equipment

-- Water play table

-- Dishpans

-- Baby bathtub

-- Wading pool

-- Large dripping pan

-- Plastic aprons or large plastic trash bags

-- Old shower curtain or large plastic table cloth

- Materials

-- Things for measuring:

--- plastic cups, spoons, dishes, bowls, jars, bottles

-- Things for dipping, pouring:

--- plastic or metal pitchers, funnels, spoons, measuring cups

-- Things for washing:

--- wash cloth

--- soap

--- "bubble bath" soap

-- Things for "sink and float" experiences:

--- corks

--- sticks, wooden objects

--- nuts, bolts, screws, other metal objects

--- various objects made of plastic

-- Things for absorption experiences:

--- sponges

--- paper objects

--- cloth objects

-- Things for experiences with bubbles:

--- bubble pipes, pipe cleaners, spools, tin cans, plastic [illegible], egg beaters, whisks, eye droppers

WATER PLAY CENTER

Resources

- Hill, Dorothy M., Mud, Sand, and Water, National Association for the Education of Young Children, 1834 Connecticut Avenue N.W. Washington, D.C. 20009, 1977, $2.20.

- Filmstrip #814, "Water" part of Early Childhood Curriculum, Series 2. (20 minute color presentation with filmstrip and cassette.) (Available from HQ USAFE/DPSR)

  -- Series available from Campus Film Distributors Corp., P.O. Box 206, Valhalla, New York, 10595, 1977. Cost for one program, $30.00; cost for the eight programs in Series 2 (#809-816) $180.00.

STUDENT STUDY GUIDE FOR

WATER PLAY CENTER

1. The water play center for your children can be set up _____ or _____.

2. In this center children learn:

   1.

   2.

   3.

3. The "indoors" water play center needs to be located _____ _____.

4. Aprons for the children can be made from _____.

5. List some containers that can be substituted for a water table:

   1.

   2.

   3.

6. List three rules for children to follow when playing in the water play center:

   1.

   2.

   3.

7. Water should be changed in the water table _____.

8. Children can help clean up spills if _____ _____.

9. Use water play outside when _____.

10. Add interest to the water play center by using _____ _____ as a source of water outside.

11. This center must be _____ supervised for safety reasons.

12. List five topics and the materials which could be included in kits for the water play center.

	TOPIC	MATERIALS
1.		
2.		
3.		
4.		
5.		

Chapter 19

SAND PLAY CENTER

1. The sand play center can be set up inside in a sand table or outside in a sandbox.

2. Sand is a very flexible medium. It can be poured, sifted, shoveled, piled, tunneled under and flattened, but is is never destroyed. Therefore, the sand play center is a place where children can:

- Play creatively (alone or with other children) to express their ideas through imaginative play.

- Develop large muscle skills by hauling, digging, and building with the sand.

- Explore new ways of using sand either wet or dry.

- Meet individual needs for relaxation and release of tensions.

- Hypothesize and test scientific principles of volume, weight, adhesiveness, etc.

3. Some suggestions to follow when setting up and using the sand play center are:

- Inside:

  -- Locate near a water source

  -- Cover the floor with an old shower curtain or plastic table cloth, to facilitate clean-up (especially if floor is carpeted.)

  -- A variety of containers can be used to hold the sand; old dish pan, sand table, baby bathtub, wooden box.

  -- Provide plastic aprons or large trash bags for the children to wear while playing in the center.

  -- Limit the number of children that can play in the sand center at one time.

  -- Choose sand toys carefully. Never use glass containers. Plastic and metal containers must be checked continually for jagged edges and rust.

  -- Establish play rules for this center:

    --- Do not throw sand as it can injure the eyes.

    --- Do not carry sand to other centers in the room.

    --- Clean up spilled sand immediately. Someone may slip and fall!

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-- Provide dust pans and hand brooms so the children can clean up spills.

-- Supervise this area constantly and provide encouragement for the children playing there.

-- For variety in the sand play center use rice, dried beans, macaroni, styrofoam bits or buttons.

- Outside

-- Locate the sandbox away from the flow of traffic.

-- Provide enough sand so children have plenty of room to play without fighting. The sand box needs to be at least 25 sq. feet in order to encourage constructive play. It should be at least 18 inches deep and should have a ledge around it so children can sit down.

-- Provide a special place for children to put shoes and socks while they play barefoot in the sandbox.

-- Chicken wire mesh should be used as a cover to keep out cats and other animals.

-- At least once a week, sift the sand to remove twigs, stones, and other litter. An old window screen can be used for this purpose.

-- Sand can be purchased by the "yard" (27 cubic feet). Three yards of sand will provide enough sand for an 8' x 10' area.

-- Provide child-sized brooms and brushes so children can sweep and return spilled sand to the sandbox.

-- Provide a place for children to brush or rinse dry/wet sand off before they go back into the classroom.

-- Remove all toys from the sandbox each night. Metal toys will rust if left in the sand. Check for broken or cracked plastic toys and remove damaged ones.

-- Establish rules for the sandbox.

-- Provide constant supervision in this play center.

4. Some equipment and supplies which can be used in the sand play center are:

Equipment:

- Sand table or other suitable container such as a dishpan, baby bathtub, or wooden box

-- Old shower curtain or large plastic table cloth

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-- Plastic aprons for the children

-- Dustpans and small handbrooms for clean-up

- Materials:

-- Plastic containers and lids

-- Plastic dishes

-- Measuring spoons and cups

-- Pie pans, muffin pans, molds, cookie cutters

-- Sieves, sifters, and funnels

-- Short-handled army surplus shovels

-- Water-supply and buckets

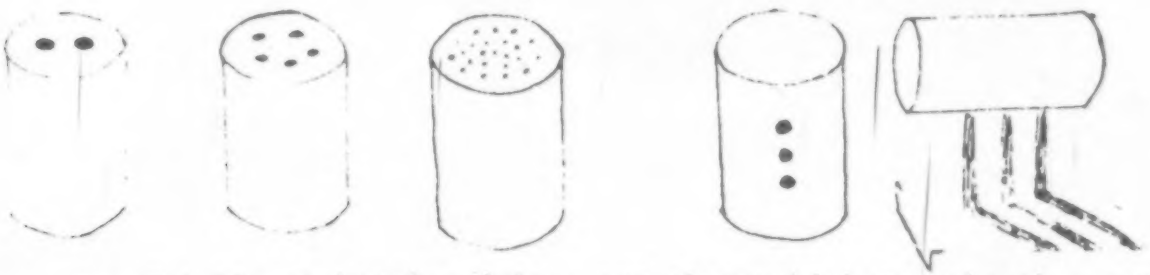
-- Trucks, cars, dump trucks, bulldozers

-- Rakes and hoes

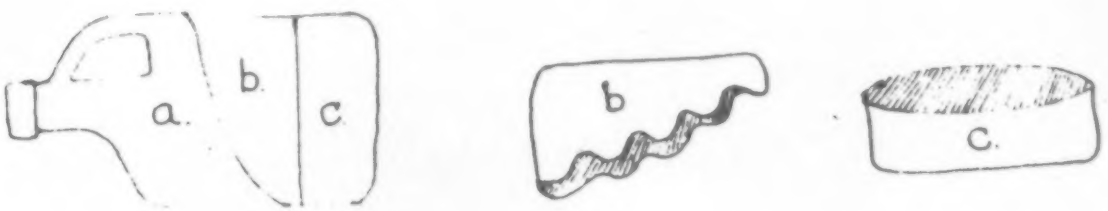
-- A plastic clothes basket or box to hold the sand toys

- Homemade materials:

-- Poke holes in tin cans, juice cans, or plastic bottles to make sand toys. Make large holes for large spray and small holes for small spray.



-- Cut bleach bottles (rinse out thoroughly) to make a) a scoop or funnel, b) a comb, and c) a container.



SAND PLAY CENTER

Resources

- Hill, Dorothy M., Mud, Sand, and Water, National Association for the Education of Young Children, 1834 Connecticut Avenue, N.W. Washington, D.C. 20009, 1977, $2.20.

- Seefeldt, Carol, and Dittmann, Laura L. editors, 9 Family Day Care, "Indoor Sand Play", U.S. Department of Health, Education, and Welfare, Office of Child Development, Washington, D.C. 20402, p. 75 (Available from Superintendent of Documents, US Government Printing Office, Washington, D.C. 20402, Stock Number 1791-00188, $2.50.

- Filmstrip #808, "Sand," from Early Childhood Curriculum, Series 1. (20 minute color presentation with filmstrip and cassette.) (Available from HQ USAFE/DPSR)

  -- Series available from Campus Film Distributors Corp., P.O. Box 206, Valhalla, New York, 10595, 1977. Cost for one program, $30.00; cost for the eight programs in Series 1 (#801-808), $180.00.

STUDENT STUDY GUIDE FOR

SAND PLAY CENTER

1. The sand play center for the children to use can be set up _____ or _____.

2. In this center the children learn:

   1.

   2.

   3.

3. Sand is a flexible material because _____ _____ but _____ _____.

4. List some tips for setting up a sand play center inside.

   Location: _____

   Container: _____

   Sand Toys:

   1. 4.

   2. 5.

   3. 6.

   Rules for children to follow:

   1.

   2.

   3.

   Clean-up procedure: _____ _____.

5. Sand play outside is usually done in the _____.

6. Encourage children to play with both _____ and _____ sand.

7. List three rules for the outside sandbox.

   1.

   2.

   3.

8. List two procedures for clean-up that relate to the sandbox and sandtoys.

   1.

   2.

9. List two procedures for clean-up that relate to the children who have been playing in the sandbox.

   1.

   2.